

Social Science

Part -1

Standard V



GOVERNMENT OF KERALA
DEPARTMENT OF GENERAL EDUCATION

Prepared by
State Council of Educational Research and Training (SCERT)
Kerala
2024

THE NATIONAL ANTHEM

Jana-gana-mana-adhinayaka, jaya he
Bharata-bhagya-vidhata.
Punjab-Sindh-Gujarat-Maratha
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
Uchchala-Jaladhi-taranga.
Tava shubha name jage,
Tava shubha asisa mage,
Gahe tava jaya gatha,
Jana-gana-mangala-dayaka jaya he
Bharata-bhagya-vidhata.
Jaya he, jaya he, jaya he,
Jaya jaya jaya, jaya he!

PLEDGE

India is my country. All Indians are my brothers and sisters.

I love my country, and I am proud of its rich and varied heritage. I shall always strive to be worthy of it.

I shall give respect to my parents, teachers, and all elders, and treat everyone with courtesy.

To my country and my people, I pledge my devotion. In their well-being and prosperity alone lies my happiness.



Social Science

Prepared by

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Dear Friends,

This is the Social Science Textbook for class five. In the early classes, we learned Science and Social Science as part of Environmental Studies. From now on, we are going to study Social Science as a special subject. This textbook is formulated to help learn about different socio-economic, cultural and political systems, detailing social phenomena in the world we live in.

The first chapter, 'Peeli's Village,' is presented through illustrations as an introductory chapter from Environmental Studies to Social Studies. This chapter will help to build and practise knowledge essential for social life.

The chapter 'Food and Human' discusses the origin, development and changes of food culture. The next chapter, 'Diverse Employments,' is helpful in recognising the diverse employments humans engage in for a living and survival, emphasising the importance of employment. The origin of clothing and its changes effected by climate and culture are discussed in the chapter 'Clothing through the Ages '.

The chapter 'Let's Draw and Read' is suitable for elaborating the importance of map reading in our daily life. 'People, by the People' is useful for gaining basic understanding of the election process and the governing system of the society we live in.

Hope that the Social Science Part 1 textbook, formulated according to the social science approach of the revised Kerala Curriculum Framework 2023, will be an asset to your future. We are confident that this textbook will be useful in understanding society deeply and imbibing human values.

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Some symbols are used in this book for the ease of study

 Extended reading (not subject to assessment)	 Questions
 Activity	 Extended activities
 Let's discuss	 Let's colour
 Picture collection	 Let's sing
 Collage	 Let's play
 Let's read	 Let's write
 Let's make	 Placard making
 Role play	 Let's draw
 ICT	

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a ¹**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

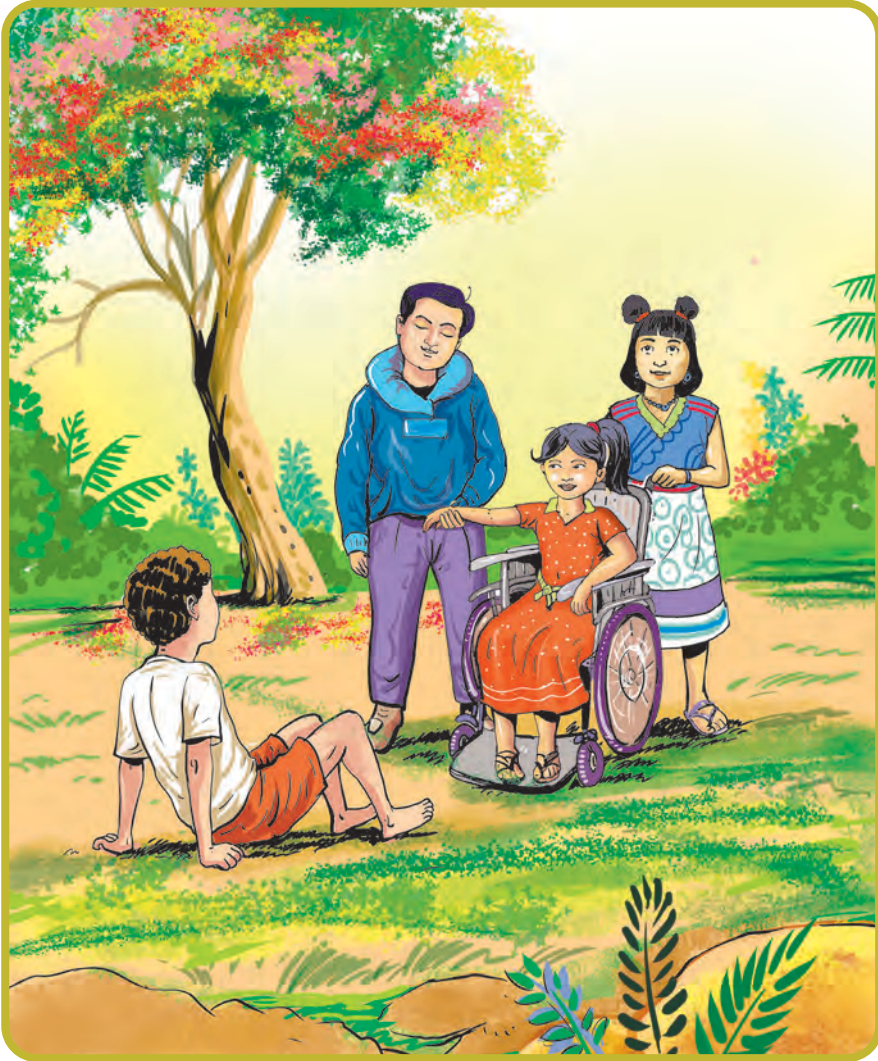
FRATERNITY assuring the dignity of the individual and the ²[unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

1


Peeli's Village




Hey friends,

Our summer holidays are about to end. Before that, Peeli has invited her classmates to her village. Peeli's four friends are getting prepared for the trip to the village. Don't you also like to travel? Shall we also go to Peeli's village with them?


Let's get to know each other before our trip.




I am Neenu. I move around on a wheelchair. My home is at the Government officers' quarters near the city. I have a younger brother also.



My name is Appu. My house is in a slum in the city. I have only *Amma* at home. My *Amma* is a worker in a textile mill.



My name is Vicky. I live in an Apartment in the city. My Pappa is a businessman. My Mom runs her own textile shop.



I am Chameli. We are natives of Assam. My *Ma*, *Paapa* and I have been living in Kerala for many years. We came to Kerala when I was five years old. We live in a place where people from other states live together.

Introduce yourself as the fifth person in the group by drawing your picture.



My name is

.....

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Guest workers are coming to Kerala from other states. Most of them come as families from the states of Assam, Bihar, West Bengal and Jharkhand. Their children are being educated in public schools in Kerala. Thus, Chameli is also studying in Kerala. Chameli calls her mother and father '*Ma*' and '*Pappa*' respectively.



Have you introduced yourself? Try to create an extended personal profile (personal information) by adding your hobbies, leisure time activities, wishes and dreams along with the information you have already mentioned. Your teacher will also help.

Let's get ready for our trip



Today we are going to undertake a trip which we have been longing for a long time. At last, we are leaving today. I tried really hard to get permission from home. You know that I don't go everywhere.

Pappa and Mummy reluctantly let me go. They don't allow me to go to places far away alone. I had to struggle hard to get consent. You are the only friends I have here. Mummy has strictly asked me not to eat anything from there.

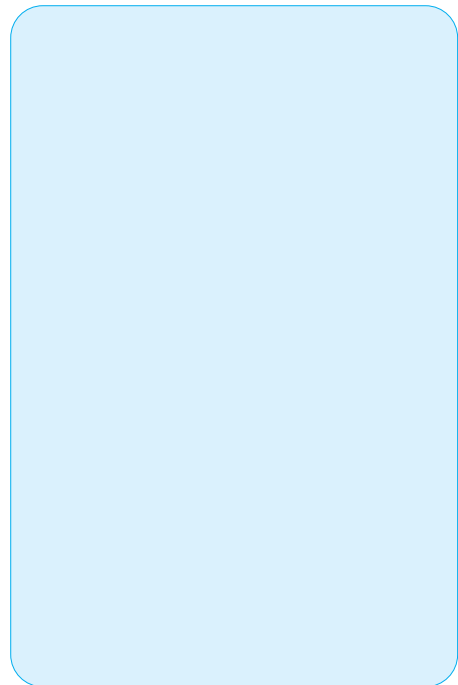
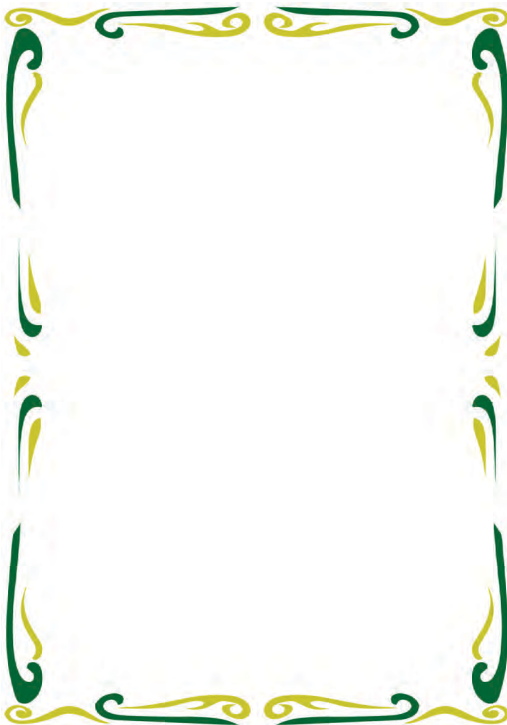


Ma is always scared wherever I go. Most of the people here keep a distance while dealing with us. I have told Peeli about this. She has assured that no one in her village will keep distance. That's why I am coming.

Amma didn't object to. I am worried that she will be alone at home when I go. Anyway, it's just for a day. It will be alright.



Aren't you also ready to travel with them? Don't you too have some concerns? Draw yourself below and write your thoughts here.



How did these friends become so close even when they hail from different backgrounds? Imagine the situation in which they became friends. Present a roleplay in the class.

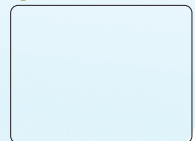


Don't we make some preparations before every trip? We also get mentally prepared based on our destination, purpose and mode of transport. Don't our thoughts also come along with the things in the bag which we set for the trip? Let's see what they carry in their bags.





What will you take along with you, for the trip? What are the things that you will think about? Draw your bag and belongings and write your thoughts below and present the same.

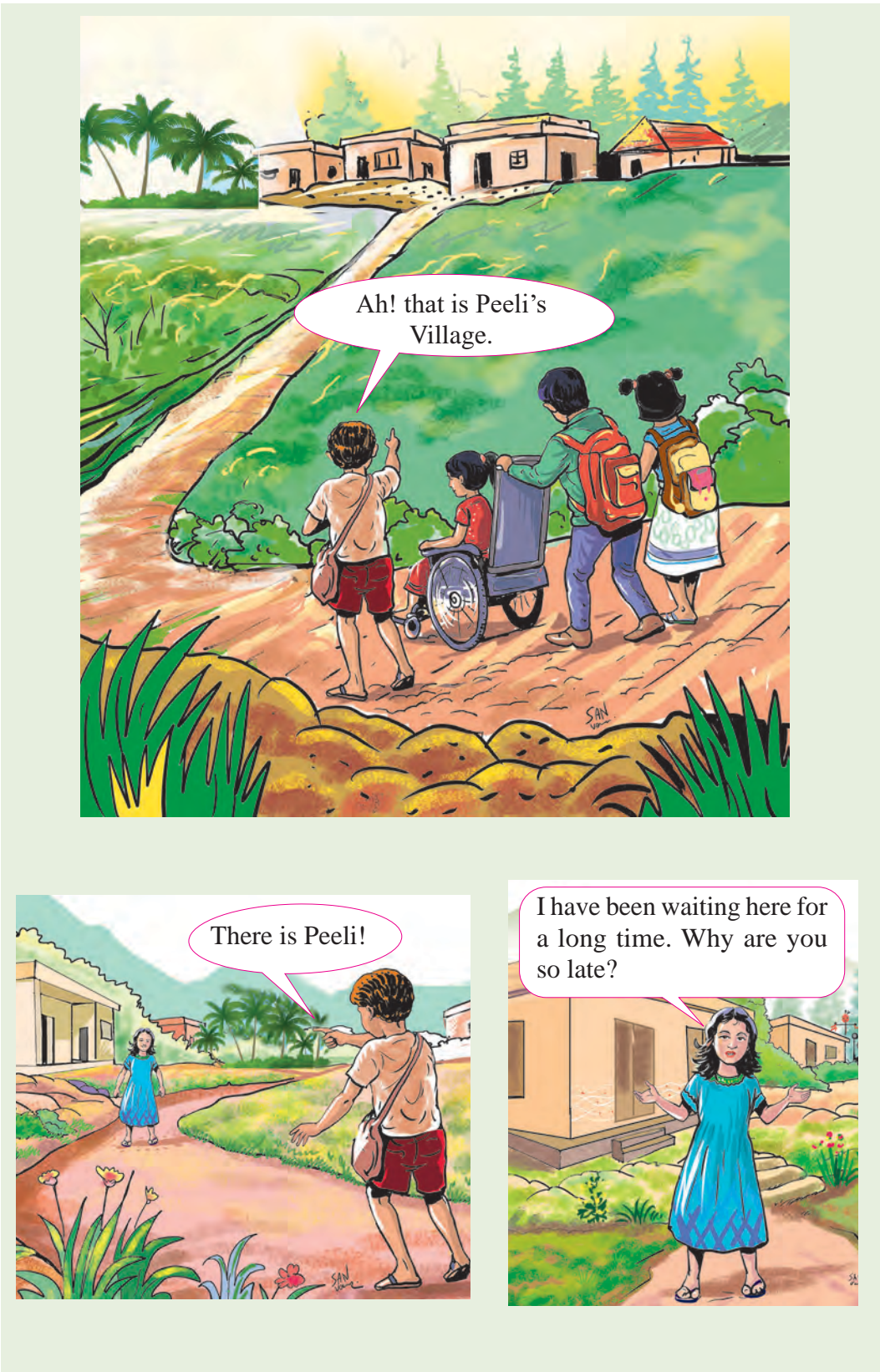


To Peeli's Village



Do you know travel songs? Collect and present them as groups in class. Write down your favourite travel song below.

Peeli's Village





Write your response to Peeli.

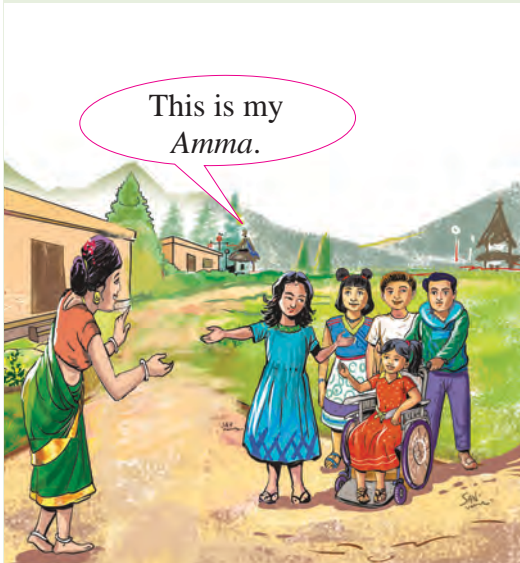


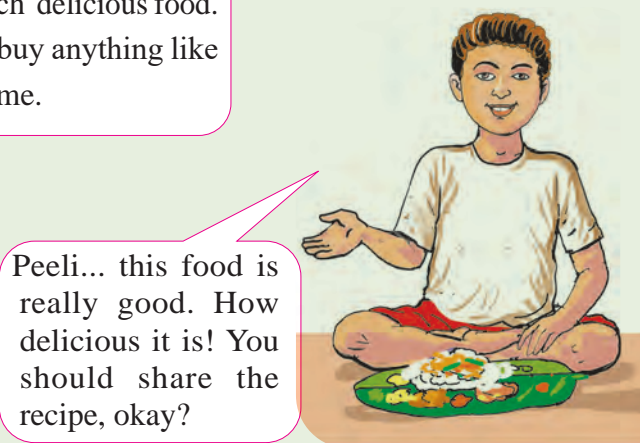
What are your expectations about Peeli's Village?

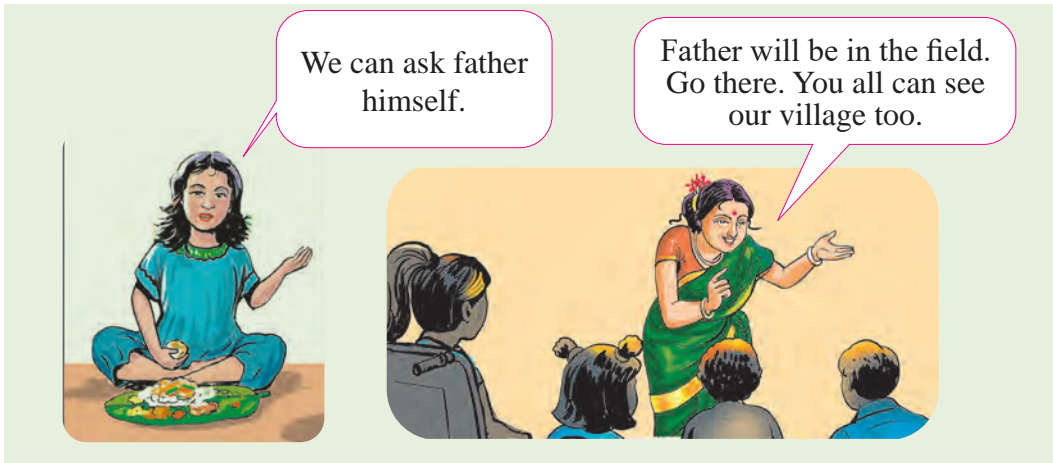


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Imagine Peeli's Village and draw it in your notebook. You can also reach out to your teacher for help.





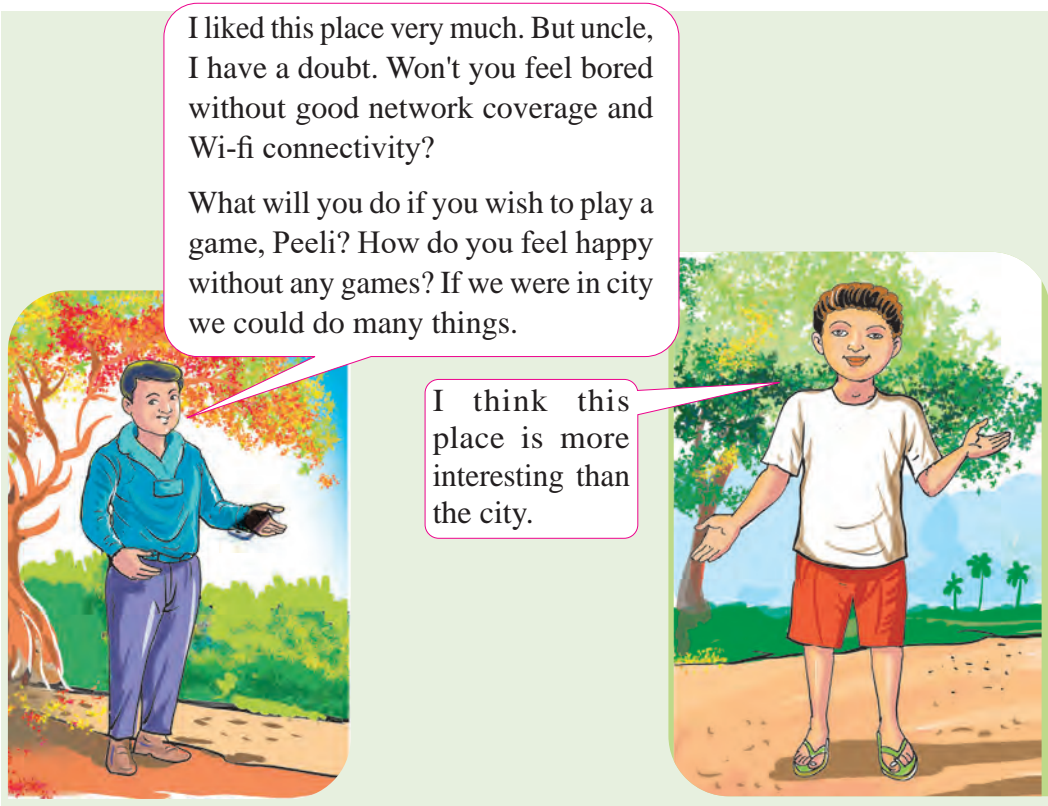


Shall we interview Peeli's father? Prepare a questionnaire for that. Teacher will also help.



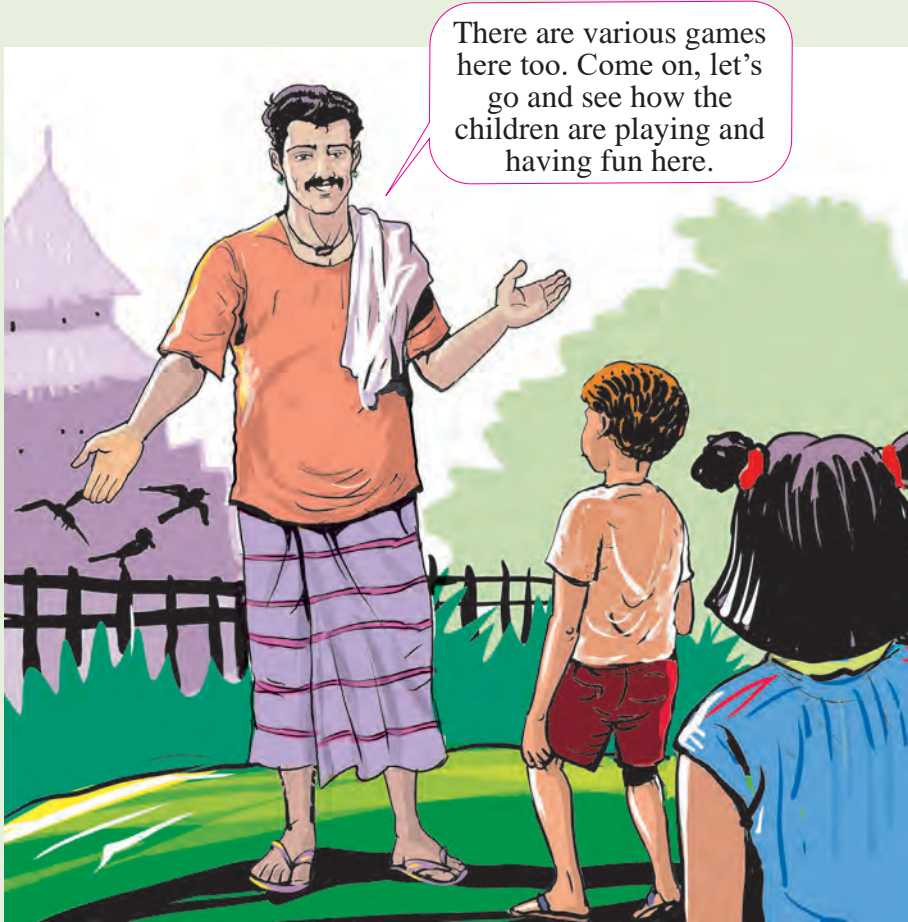


Shall we make a dish for friends? Prepare a dish using edible items collected from your locality. With the help of elders prepare and bring it to the classroom. Hope you would share the food items that you bring with everyone in the class.





Why would have Vicky and Appu said two different opinions about the same city?



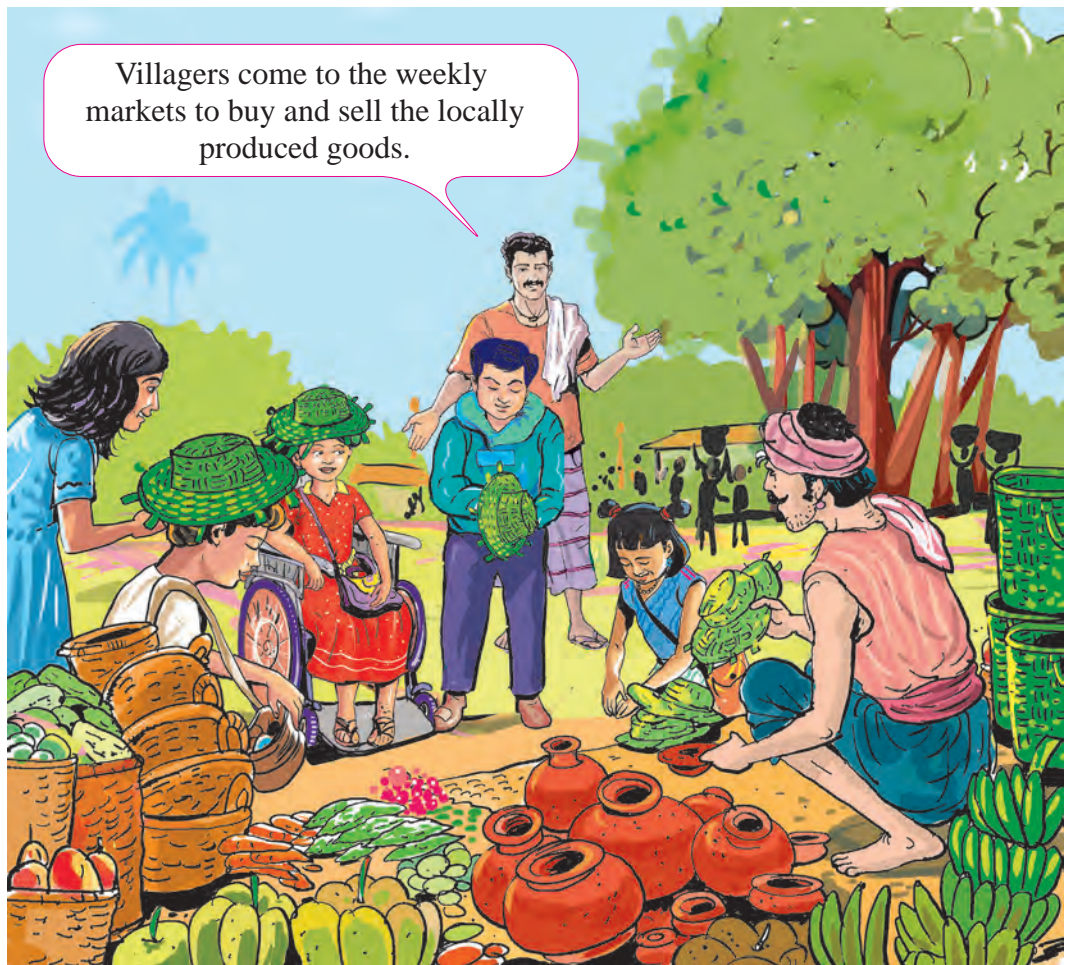
Come on. We can also go with Peeli's father and see the different streams of fun in the village.



You too have experienced moments of happiness in your life, haven't you? What things make you happy? With the help of digital devices in the school make a selfie video titled 'My Happiness' under the supervision of your teacher.

The Rustic Beauty

Walk through Peeli's village and see how simple and beautiful it is.



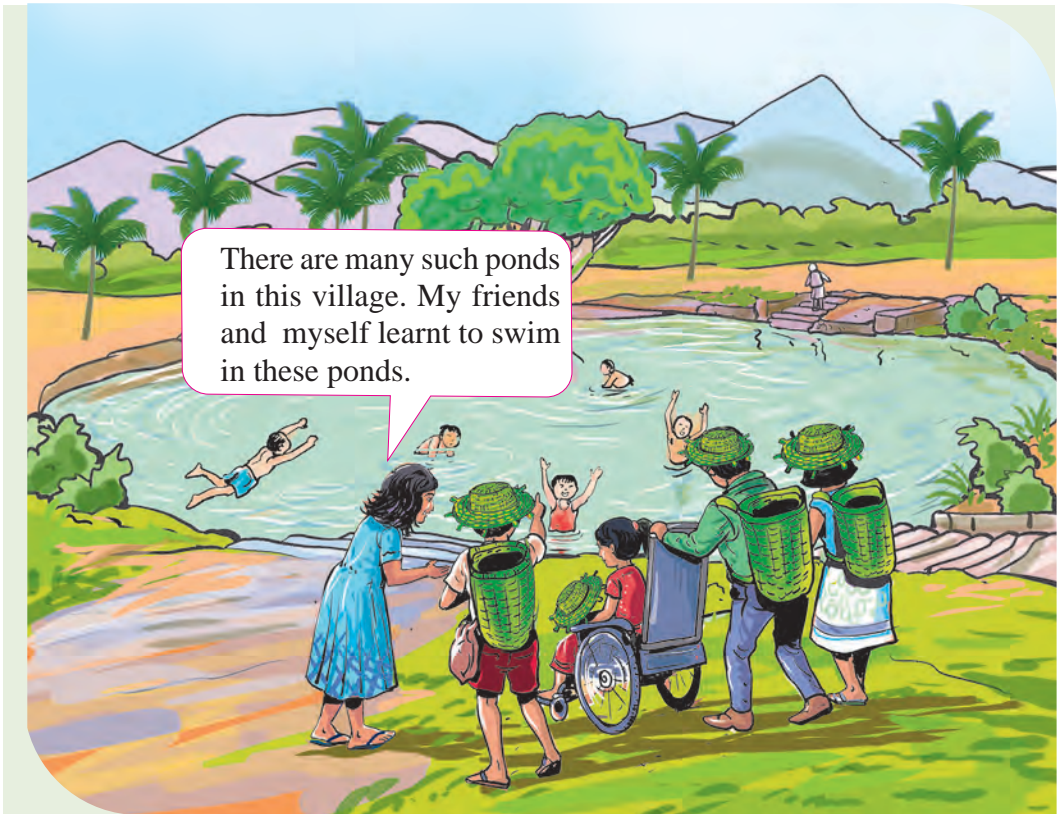
There are weekly, regular and evening markets in your locality, right? Visit a market with your elders. Observe the activities there and prepare notes.

Peeli's father gifted her friends hat made of coconut fronds, baskets and clothes.



What things can you make out of coconut fronds, paper, etc.? Exhibit your products in the class.





Bull surfing competitions (*Kalapoott malsaram*) are held in fields that have been ploughed for the second crop after harvest.





Aren't there different kinds of festivals in your locality too? Ask the elders in your family about the celebrations such as festivals, feasts, Uroos, fairs, sports competitions, etc and prepare a description. Share your experience in the class of watching and enjoying these fests with the elders in the family.



You are returning with your friends and Peeli at night after watching the sights in the village. How about composing and singing a song at this time? Shall we compose a song titled 'My Village'? Write a song covering the villages you have seen and Peeli's village and sing it to the class in your own rhythm.



Find a spot in your place where you can see a night view. What are the sights do you see? Let's draw them. Organise a picture exhibition in the class with all the pictures drawn by all of you under the title 'My Night and Sky'.

Peeli, how happy is your village and the villagers!



I just can't wait to tell Amma about these sights.



I thought city life alone has fun.
That thought changed after this trip.



My *Ma* has told me that my native village is also like this.

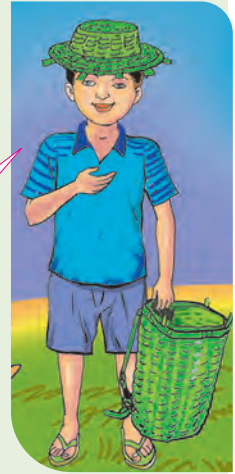


Friends who visited Peeli's village with you have shared their opinion. Don't you also have something to say about Peeli's village? Write how the sight of the village influenced you.

Before starting the trip, you might have had different preconceived notions about Peeli's village, the ways of happiness and the life of other people. You had always viewed the world through such thoughts till then, hadn't you? Didn't you give up many such preconceived notions during this journey? Didn't you gain some new experiences and knowledge? Listen to Peeli's friends.



I thought I would be happy only with the advanced facilities in the city. Such a thought has changed.



I was thinking the same as Vicky said. We had our own happiness there. I understood that there is happiness everywhere.

I was afraid that everyone would see me as a kid from another state and might set me aside. It has changed.



I never thought I could experience these sights and enjoy.



These children have corrected their preconceived notions, haven't they? You too have travelled through Peeli's village. What are the new pieces of information you gained during this journey? Share your experience with your friends.



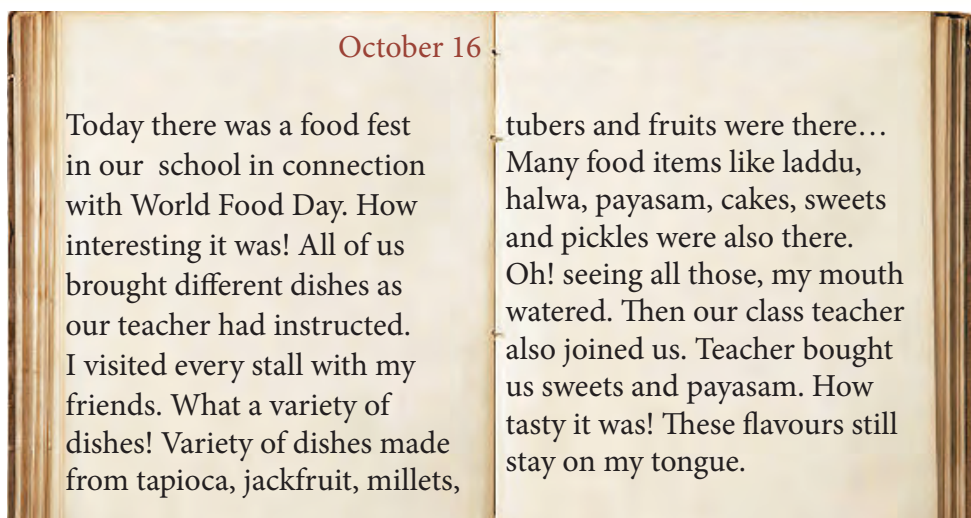
Extended Activities

1. Collect pictures showing the characteristics of rural and urban areas and prepare an album.
2. Prepare a video documentary with the support of your teacher including the social characteristics of your locality.
3. Organise a seminar on the topic 'Fun in my locality'.

The seminar topic should cover:

- Environment
- Food habits
- Agriculture
- Market
- Games and playgrounds
- Celebrations
- Sights at night

Food and Human



Have you read the diary entry of a student named Sibi. What are the food items mentioned in the diary entry?

- ♦
- ♦
- ♦

Besides these, what are the other food items you have had? Prepare a list of them.

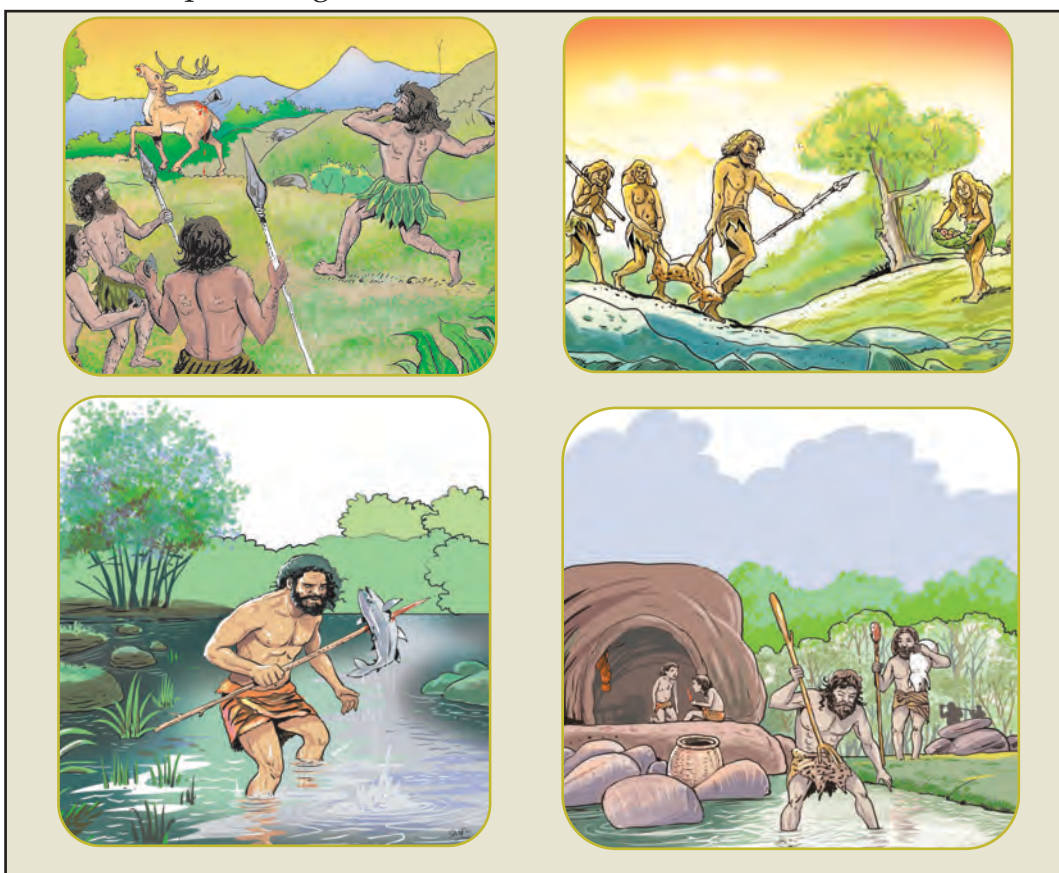
The food we eat has a very long history. Don't you wish to know that history?

Obtaining Food

You know that food is one of the essential elements for human survival.

All living things need food. Their food during early times was mainly leaves, fruits, tubers and grains. Besides, some creatures killed other creatures and had their food. In the beginning, humans were also like that.

Look at the pictures given.



The pictures given above indicate the different methods of obtaining food by the early humans. What details do you understand from these pictures about the obtaining of food of early humans?

- They gathered food.
-
-
-

What might be the food items they had obtained through hunting and gathering?

- Fruits and vegetables
- Roots and tubers
-
-
-
-

Fire and Food

Did the early humans cook the food items they had obtained through hunting and other means?

Fire: Production and Control

Humans observed that fire was produced when the dry branches of trees rubbed against each other or against the surface of rocks. Thus, they learned that fire could be made by rubbing dry woods against rocks or by rubbing stones.



In earlier times, they ate food raw, as they did not know the use of fire. But when they learned to use the fire in a controlled manner they started to cook and eat.



Use of fire for cooking is an important landmark in the history of human food pattern. The first cooked food they ate was probably the meat of dead animals in wildfire. After learning how to make and control fire, they began to cook meat and fish. Gradually, they began to roast and eat roots and tubers. That is how humans developed the culture of cooking and eating.



The nomadic man hunted and gathered only the food they needed for the day. Later, they were forced to find some other means to obtain food.



What were the possible conditions that forced early humans find other ways to obtain food?

- Scarcity of food.
- Rise in population
- Environmental changes



Food Production

Over a period of time, humans started domesticating animals and plants for their daily food. Initially they domesticated sheep and goats for food.



Dog was the first animal domesticated by humans. Since dogs was easily tamable, they were used for watching and hunting. However with the spread of agriculture, humans started to domesticate other animals for food and other needs.





What were the changes brought about in human life following the domestication of animals and plants? How did they rear plants?

Early humans might have started thinking about agriculture when they noticed seedlings sprouting from discarded food items. If the seeds were left on the rock, they would dry out. If put in water, they would get rotten. However, humans learned that seeds germinate in moist and warm soil. Thus, cultivation of crops started. Then the edible plants, roots and saplings were selected, planted and cultivated. In the early days wheat, barley, little millet and tubers were cultivated. Humans started agriculture mainly on river banks where the essential water and fertile soil were available. Following this, people who wandered in search of food began to settle near the farms.

What advantages might they have had by settling near the agricultural sites?

- They could protect the agricultural sites.
- There was no need to wander around in search of food
- Availability of food items increased
- Got more time to rest.
-



How might river banks have helped early humans to settle? Discuss.

Storage of Food Items

Early humans gathered their food only for their day to day life. But with the advancement of agriculture, humans got more food than they needed. Special facilities were needed to store what was left over after the daily requirement. What would they have used to store excess food?

- Pottery
- Bags made of animal skin
- Baskets made of bamboo reed

Early Agricultural Tools



The earliest agricultural tools used by humans were sticks, stones, horns and bones. These tools were used to till the soil and sow the seeds.

As we know, mud brick dissolves in water. But humans understood that if soil is kneaded, moulded and baked into pots, water can be collected and boiled in them. In earlier days pottery was made by kneading clay with hand. As agriculture became widespread, earthenware of various types and sizes were needed to store grains. They were also used for cooking food. The discovery of the wheel to make pottery was a major turning point in human history. This led to the spread of pottery. There is evidence of granaries constructed in early times to store food grains.



Granary

The Indus Valley Civilization or Harappan Civilization was a river valley civilization that existed in Ancient India. One of the most important features of this civilization is the granary. They were built of bricks. Grains were brought from distant villages and stored in these granaries.



Big jars named *bharani* and large wooden bins named *pathayam* were used in our places to store grains. What other food storage methods might have been adopted the people of that age. Ask your elders about them.

What kind of vessels are used in your home for cooking and storing food?



Exchange of Food Items

Did early humans simply store excess food items for later use only?

The excess food was not only stored for later use but also exchanged with those in need.

How could such exchanges have taken place?

In order to get what they needed, each one exchanged the goods they had stored, with others.

Exchange of Food Items in South India



Literary works of the Sangam Age indicate that exchange of food items existed in South India about 1500 years ago. People in each region exchanged the food they collected with those in other regions and received what they needed from them. Those who lived in coastal areas exchanged dried fish and salt with those in other areas. Instead, other food items and resources from the forest were accepted from others. The people in forest areas exchanged forest resources to those in other areas. The people lived in the plains exchanged their agricultural products with those living in other areas.



System of Exchange

Before the introduction of the system of coinage, there was a practice of exchanging goods with each other. This method of exchange is known as 'Barter System'.

Such exchanges brought out many changes in society. Exchange of goods led to trade and eventually markets were formed. Markets were developed into trading centres. People went to trading centres to buy and sell goods and these gradually developed into urban centres.

In the early days, what materials and means would the people of Kerala have used to collect, transport food and exchange food? Discuss it.



Complete the flow chart which indicates the formation of urban centres.

Exchange of goods



.....



.....



.....



Urban centres



Discuss and prepare a collage on the topic 'Exchange of goods and formation of urban centres' and exhibit in the classroom.

Exchange of Food Items Across Lands

The exchange of food items was not confined to any particular region. This exchange spread across the lands.

Since early times, we had exchange of goods with distant lands. These exchanges were mainly with the Romans, the Chinese, the Arabs, the Persians and the Jews.



Identify the spices in the picture and write a short note on them.



The spices that were exchanged mainly from India with other lands were black pepper, cardamom, ginger, cloves and cinnamon. Of these, black pepper which was also known as 'Black Gold' became the foreigners' favourite.

It is said in historical records that Vasco da Gama, a Portuguese traveller who came to India, took goods worth sixty times the cost of his journey when he returned to Europe.

Vasco da Gama



Find out the spices that are cultivated in your region.

It was the expansion of trade that led to the exchange of food items between distant lands. The pictures of some of the food items that became popular in India as a result of such exchanges are given below.



Guava



Papaya



Pineapple



Cashew Nut



Tapioca



Potato

Aren't you familiar with all the food items shown in the picture? Do these food items have their origin in our land? Findout.



Let's make Identity Card.

- **Guava**
- Birth Place: Mexico
- 'Apple of Tropics'
- Brought to India by the Portuguese
- Contains Vitamin A, B and C



.....

Like this, find the birthplace of other food items and make identity cards. Display the prepared identity cards in the classroom.

Exchange of food items is going on. In addition to trade, people travel to different parts of the world for employment, education, leisure, etc., making this exchange more widespread.



How did the expansion of trade lead to the exchange of food items between distant lands?



You have seen that many fruits and other food items that we eat have been brought here from other countries. Make a list of the food dishes that have spread among us from other countries. Find out their place of origin.

Food and Inequality

There were various types of inequalities in our country, related to food. Social inequalities prevented people of all classes from dining together. Under the leadership of social reformer Sahodaran Ayyappan an inter dining initiative named *Misrabhojanam* was held at Cherai in Ernakulam, against this discrimination.



Misrabhojanam

On 29th May 1917, under the leadership of Sahodaran Ayyappan, an inter dining named *Misrabhojanam* was organised at Cherai in Ernakulam district. This protest was held against the denial of the rights of all sections of the people to dine together. Sahodaran Ayyappan had to face strong opposition as he had led the *Misrabhojanam*. This reveals the social inequality that existed in Kerala. Caste system was the cause of this inequality.



Sahodaran Ayyappan

Do caste discriminations related to food still exist in our country?

Such discriminations are prohibited in our country by law.

Not only social but economic discrimination also pose a challenge to equality in food distribution.



Make a note on the topic 'Inequalities in Food'.

Glimpses of Starvation

Observe these news headlines.



What are the pieces of information you get from these news headlines?

- Starvation still exists in many parts of the world.

-
-
-

The food that is necessary to maintain health is the right of every human being. But there are thousands in many parts of the world without even a single meal to sustain life. Climate changes, war, unemployment etc. cause poverty and starvation.

Famine in Bengal



People waiting for food in the famine hit area of Bengal

Excessive economic exploitation during the British period in India led to famine and consequently many people died.



Bengal famine in 1943 is a typical example for this. Agriculture was the main livelihood of the people of Bengal. Paddy fields were extensively destroyed as a result of the heavy storm on the Bengal coast. Subsequently, there occurred a food crisis in Bengal. About 30 lakh people died of starvation during this famine.

Another reason for starvation is the inequality in the distribution of wealth. Wealth is not distributed equally to all. So, while some people eat their fill, others starve.

With a view to strengthening the efforts against poverty and starvation and ensuring food for all, World Food Day is observed on 16th October every year. Kerala is a model state for implementing various schemes for poverty alleviation. Kudumbashree Mission, a project launched by the Government of Kerala for poverty alleviation is an example for this.

National Food Security Act 2013



The National Food Security Act came into force in India in 2013. The objective of this act is to 'ensure food security for all'. A strong Public Distribution System exists in our country with this object.



Organise a Food Day Rally in the school by making placards with the Food Day message.



Share food with others...
Don't waste food...



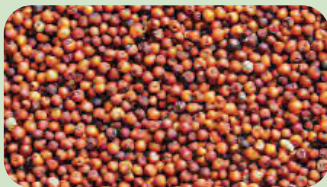
What can each of us do to create a world without starvation? Discuss.

Food and Health

As we know, food is one of the basic needs that sustain human life. Food has an important role in maintaining health. We can maintain our physical and mental health by taking nutritious food. But, unhealthy food habits lead to many lifestyle diseases.

International Year of Millets 2023

2023 has been selected as the International Year of Millets by the United Nations. The main objective of the International Year of Millets is 'to promote the production and consumption of millets'. Millets are grassy crops from which cereals are produced. Millets include Jowar, Ragi, Kodo Millet, Foxtail Millet etc. Millets can control cardiac issues and other lifestyle diseases. So nutritious millets should be included in our daily diet.



Ragi (Finger Millet)



Jowar (Sorghum)



Barley



Kodo Millet



Pearl Millet



Foxtail Millet



Prepare a note on the topic 'Unhealthy Food Habits and Lifestyle Diseases'.

Access to food is a legal right of every citizen. We should use the food we get judiciously. Wasting food is the cruelty we do to those who don't even get a single meal. Therefore, everyone should realise that the food we waste belongs to others as well.



Extended Activities

1. Do you think the elders in your home would have eaten in their childhood the same food that you eat now? Shall we conduct an enquiry? Ask the elders and record the details in your notebook. Prepare a manuscript magazine on the topic 'Changes in Diet Habits' with pictures based on the details collected.
2. How do human made and other disasters such as war, drought and flood become threats to food security of the world? Organise a photo exhibition.
3. Organise an exhibition in school by collecting pictures of storage facilities and kitchen utensils used in the past.
4. Collect millets, stick them on a chart with short descriptions and display in your classroom. Organise a food festival along with that in your school.
5. Make a note of the food items in the kitchen garden of your school.
6. Sketch pictures of hotels and markets where food items are available in your area and display them in your class.
7. Conduct interviews with health personnel on the topic 'Healthy Food Habits'.

Diverse Employments



Keerti's parents give her toffees as a reward for watering the garden at home regularly.



Tejas is gifted a story book by his parents for folding the clothes regularly at home.

Have you noticed the pictures given above?

What did Keerti get for watering the garden?

•

How did Tejas's parents appreciate him for folding clothes?

•



What do the elders in your home get in return for the work they do?

Income

Observe the images.





Hope you have observed the pictures of people involved in different activities. Which are the activities that each one is involved in?

• Trade

•

•

•

•

•

Which among these activities are rewarded in the form of money?

• Teaching

•

•

Which activities are rewarded with gifts?

•

•

•

Some of our actions get rewards and some get gifts. For activities such as teaching, trading and healthcare, individuals receive money as reward. Income is the money received by a person over a period of time as a result of engaging in various economic activities. Find out the other activities that are rewarded with money.

Employment

Read this poem.

പഠിപ്പു തീർന്നാൽ

ചോദ്യം:

പഠിപ്പു തീർന്നാൽ, പുള്ളിക്കൂടം
വിട്ടുകഴിഞ്ഞെന്നാൽ,
പറയുക പറയുക, പിന്നീടൊന്നൊരു,
പണിക്കു പോകും നീ?

* * * * *

ഉത്തരം :

ഒന്നാമൻ :

കൃഷിക്കു പോകും, കൃഷിക്കു പോകും,
കൃഷിക്കു പോകും ഞാൻ,
കൃഷിക്കു, നമ്മുടെ പിതാക്കൾ ചെന്തൊരു
തൊഴിലു, പോകും ഞാൻ.

* * * * *

രണ്ടാമൻ :

പണം മുടക്കിക്കൊടുക്കണക്കിനു
കച്ചവടത്തിനായ്,

തൂനിഞ്ഞിടും ഞാൻ ; തൊഴിലിതിൽ
നല്ലതു വേറൊന്നുണ്ടാമോ?

* * * * *

മൂന്നാമൻ :

നാട്ടിലശിക്ഷിതരായലയുന്ന
ശിശുക്കളെയെല്ലാം ഞാൻ
കൂട്ടി, മികച്ചൊരു വിദ്യാനിലയന-
മാരംഭിച്ചിടും.

* * * * *

നാലാമൻ :

പഠിപ്പു തീർന്നാൽ പട്ടാളത്തിൽ -
പ്പോയിച്ചേരും ഞാൻ ;
പടനായകനായ് ബീഭാരുതാജ്യം
പരിപാലിക്കും ഞാൻ.

* * * * *

എൻ.വി.കൃഷ്ണവാരിയർ

In this poem, the poet hints at the various types of employment we choose after studies. What are the jobs mentioned in these lines?

- Agriculture
-
-
-

What employment do you wish to do in future?



Is it only physical work that humans do?

Employment is the work done by a person physically or intellectually for income. It's reward is paid in the form of wages or salary. Employment is the main source of income for individuals.



Wages and Salary

Wages is paid by the employer to the employee for performing services under a contract. Wages is fixed on hourly or daily basis.

But, salary is the remuneration paid by the employer for the work performed by the employees on a monthly basis.



Who are the members of your family that engage in income generating activities?



List out the employments of the members of your family.

Members	Employment
•	
•	
•	

Sources of Income

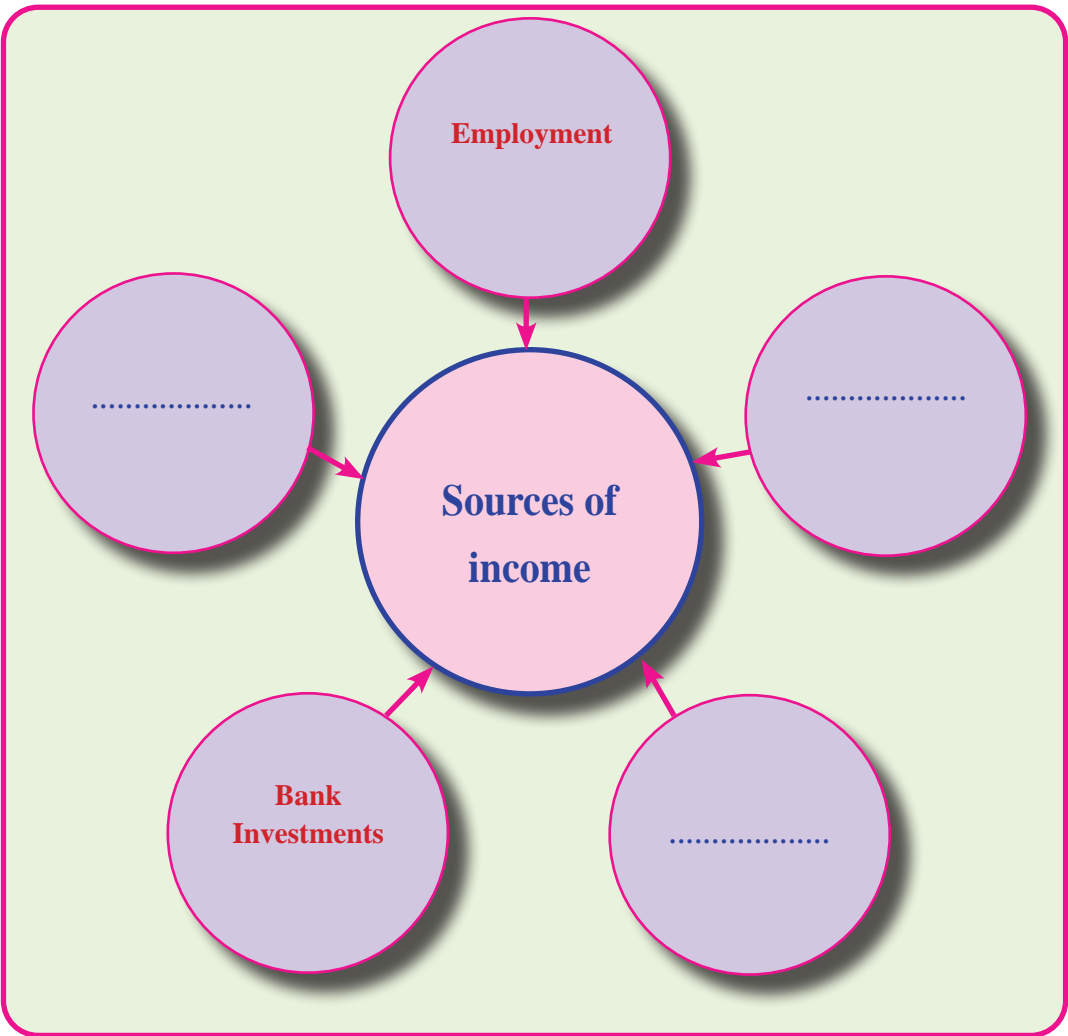
People around us earn income through different sources. They get income from agriculture, business, bank deposits and other assets. Labour or property that generates such income is called sources of income.

Assets

Assets are the financial resources in different forms. Buildings and property are examples of assets.



Complete the diagram illustrating the various sources of income.



Observe the list of income from various sources given below.

Sources of income	Income
Agriculture	Crop
Employment	Wages/Salary
Business	Profit
Bank Deposit	Interest
Assets	Rent/Lease
Stock Investment	Profit Share/Divident



Organise a discussion in your classroom on the different sources of income in your family.

Individual Income and Family Income

Just as the sources of income which are different, income from such sources also varies. An individual can earn income from many sources. For example, a farmer's personal income can be from the interest incurred from bank deposits, profit from agricultural related business, etc. Thus, a person gets income through employment and other means. Personal income is the total income received by a person from various sources of income during a particular period. You have discussed your family's various sources of income, haven't you? Thus, family income is the income received by all the members of a family during a certain period.



Observe your surroundings and list out various sources of income and the income from them.

Different Employments

Observe the pictures.





Look at the pictures given above.

What employments are seen in the picture?

- Teaching •
- •

Agricultural Employments

Agricultural employment is the work done using the natural resources such as cultivation of plants for food and fiber production, animal husbandry and pisciculture, etc. Agriculture plays an important role in Indian economy.

46.5 percent of the total workforce in India is engaged in agriculture and related activities. (Economic Review: 2022-23)

Non-agricultural Employments

All kinds of employments that are not included in agricultural employments can be considered as non-agricultural employments. Different types of services and employments related to industrial production are non-agricultural employments. Examples of non-agricultural employments include manufacturing of clothes, construction, business, banking, teaching, transportation and work in the factory.



What are the activities that are carried out by the Agriculture Club of your school? Make notes.



Complete the table given below by classifying the employments found in your surroundings into agricultural and non-agricultural.

Agricultural Employments	Non-agricultural Employments
<ul style="list-style-type: none"> • Cultivation of rice • Pisciculture • • • 	<ul style="list-style-type: none"> • Business • Building construction • • •

Self-Employment

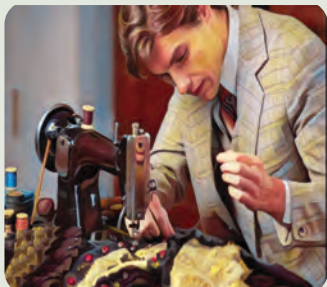


Sibi's parents run a pickle unit called 'Star Pickles'. They started this employment initiative with the help of the government in a situation where there was no employment of their own, and now it is moving ahead profitably. Around ten families are getting employment through this initiative apart from being a source of income for Sibi's family.

Have you read the note? Have you noticed such ventures that are run by individuals and groups?

Self-employment means earning a livelihood through independent economic activity without being under the control of any employer. Self-employed persons have their own enterprise and at the same time carry out all the responsibilities of an employee. In self-employment initiatives individuals mostly manage their enterprise alone. Self-employed entrepreneurs are the sole beneficiaries of the income derived from it. Don't you see grocery shops, tailoring shops, bakeries, etc. run by individuals or groups in your area? These are examples of self-employment ventures. Find out some other examples as well.

Observe the pictures given below and write down the types of job they are related to.



A).....



B).....



C).....



D).....

Write down the characteristics of self-employed enterprises.

- Individuals can earn through self-employment without depending on others.
-
-

Self-employment plays a major role in the economic growth of the country. The Government implements various schemes to promote self-employment initiatives.

Self-Employment Schemes	Beneficiaries
<ul style="list-style-type: none">• Navajeevan Project• Kaivalya• Saranya•	<ul style="list-style-type: none">• Senior citizens• People with disabilities• Women•

Given below are the experiences of some people who have achieved success through self-employment.

Snack Manufacturing Started in Make Shift Shed of a House

Anu, born in a family of farmers in Malappuram district started her self-employment venture at her own home. She made necessary facilities in the make shift shed of her house, and made and sold common snacks. Gradually the demand for her products increased. At present, about 60 types of snacks are manufactured and sold here. Her business has scaled to almost 11 crore rupees a year now.

A Homemaker Earning Rs 50,000 per Month

Sajitha is a successful entrepreneur who converted her hobby of painting to a profit-making business. Her business is fabric painting. She beautifully paints on sarees, shirts, churidars and children's wear. She successfully developed fabric painting from a hobby into a business. Currently, she earns Rs 50,000 per month.

Have you noticed the examples given above?

If you have confidence and the will to work, you can engage in various employments and achieve success in life. Every employment has its own glory. Everyone has the right to choose the employment of their choice according to their level of education and aptitude. Employments play an important role in determining the socio-economic progress of a country.



Extended Activities

- 1 As part of Social Science Club activities interview the farmers in your neighbourhood and prepare a brief description of the variety of agricultural employments.
- 2 Prepare a video about different employments around your locality with the help of your teacher and present it to the class.
- 3 Interview entrepreneurs in your area. Prepare questions for the interview with the help of the teacher.
- 4 Visiting a self-employment venture in your area and observe the activities there. Make notes.
- 5 Present a seminar by collecting information on the changes in the field of employment in Kerala society.
- 6 Prepare a project on government schemes promoting self-employment and present it in the Social Science Club.

4

Clothing through the Ages



Observe these pictures.

How these living beings survive situations like extreme heat, unbearable cold etc.?

Fur of goat, feathers of parrot and tortoise's shell provide protection like a clothing in unfavourable weather conditions. Have you ever thought about the way in which humans faced such situations?

- The clothing needed for humans had to be shaped with the materials available in nature.
-
-



What types of clothing do people use today?



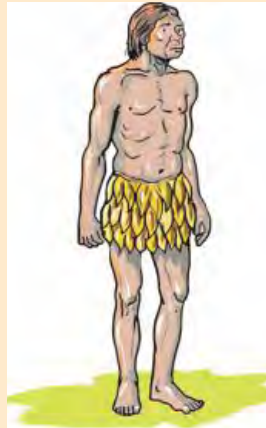
How does clothing become useful to us?

Complete the list by adding more details.

- Protection from cold
- Protection from heat
- Maintains body temperature
- Protection from insects
-
-

The clothing we use has a long history. Let's see how we arrived at the design of the diverse types of clothing that we use today.

Observe the pictures.



What materials did early humans use as clothing?

• Bark of trees

•

•

Humans used the materials they got from their surroundings as clothing when they lived by hunting. They used grass, bark of trees (Maravuri) and hide (animal skin) for making clothes. Horn and bone of animals were used as needles and tools to make clothes. During the period when polished stones were used as weapons, stone needles helped to sew clothes. They also made clothes by cleaning and softening animal skin and fur.



Stone needle



The making of clothes by early humans was not like that of today. What could be the reason?

Towards Weaving

In the early days, fibres collected from the surroundings were used for making clothes .

Fibres were combined and spun to make long yarns. Weaving is the technique of making cloth with these yarns.



Clothing in the Indus Valley

The Indus Valley was an ancient river valley civilization that existed in the north western part of India. From the available evidences it is assumed that the people of Indus valley made clothing from cotton and wool. The dressed statues excavated from there reflect the clothing style of the people. It is believed that cotton was traded from here to other regions.



Gradually, the technique of weaving became more developed. In the early days, clothes were made by hands using yarns from cotton and jute. They realised that clothes woven from yarns were better than animal skin. This led to the spread of woven clothes. The method of making cloth using wooden looms was developed later.

The increase in the need of clothing led to the invention of weaving equipment. This helped to increase the speed of weaving. Handloom clothes are clothes woven on handloom using yarns.



An early spinning machine



Handloom

The invention of handloom was a breakthrough in the field of cloth manufacturing. Clothes were coloured with a dye made from indigo plant. The technique of weaving became more popular over the years.

**Cotton**

Cotton is used to make clothing all over the world. Cotton obtained from the cotton plant is converted to yarns and used to make clothing. Cotton has been cultivated in India since ancient times.

**Jute**

Jute is produced from the jute plant. It is a natural fibre. Most of the world's jute cultivation is on the fertile banks of the river Ganges in India. Large quantities of jute were taken from India by foreigners for the textile industry.

**Indigo**

In the early days, a dye made from the indigo plant was used to colour clothes. Later various pigment were mixed with indigo, to make different colours.

There are many handloom centres in Kerala too. Balaramapuram in Thiruvananthapuram district, Kuthampulli in Thrissur district and Kannur are major handloom centres.



Handloom clothing

The progress in science has led to the invention of new machines in the field of cloth manufacturing. The Spinning Jenny seen in the picture is one such a machine.

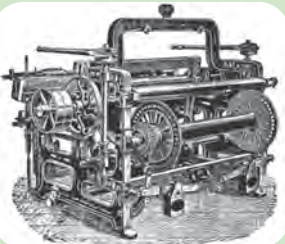


Spinning Jenny

The spinning jenny was invented by James Hargreaves. The handmade yarn production was not enough to meet the demand of the textile industry at that time. The invention of the Spinning Jenny accelerated the production of yarn.



The rise in population increased the demand for clothing. New machines became a part of weaving. It reduced the human effort. The handloom was later replaced by the power loom.



Powerloom

Powerloom was invented by Edmund Cartwright. The power loom is operated either with the help of electricity or some other energy source. A powerloom can produce more cloth much faster than a handloom.





Mechanised cloth manufacturing

The Europeans travelled to different parts of the world in search of markets, to sell the clothes produced as a result of mechanisation. As part of it, they reached India also. They took the raw materials needed for the textile industry from India to Europe. Clothes they produced there with the help of machines were sold in India.

The Europeans



Europe is one of the seven continents. The people of this continent are called the Europeans. The Portuguese (Portugal), the Dutch (Netherlands), the English (England) and the French (France) came to India from Europe for trade. They colonised India and took the raw materials from here to their lands. Among them, the English colonised India for the longest period.

The changes in the society also had a significant impact on the cloth manufacturing. The increase in demand for clothing led to the development of more advanced weaving machines. Production increased with the help of machines. Clothes with better quality and variety reached more people. Artificial dyes began to be used to colour clothes.



Variety of clothing and clothes

The colour varieties found in most of our clothing we use today were made by mixing these types of dyes.

Notice the qualitative changes that took place in the textile field when the machines began to be used for manufacturing clothes.

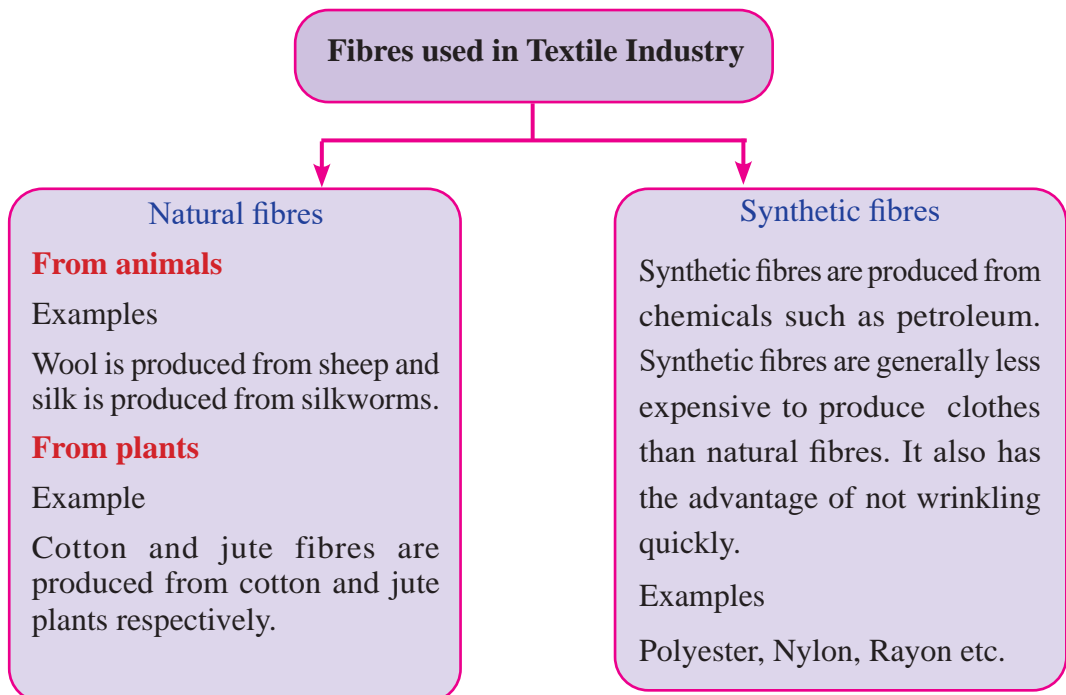
Changes brought by the use of machinery in the manufacture of clothes.

- Increase in production of clothes.
- Reduction in human labour
- Diversity in clothing
- Quality clothing
- Spread of clothing
-
-



Discuss the changes in the textile industry brought about by the introduction of machines.

Both natural and synthetic fibres are used to manufacture clothes. Natural fibres are produced from animals and plants. The discovery of synthetic fibres led to the production of clothes of different textures and qualities. The use of synthetic fibres such as polyester and nylon helped to make clothing more durable and cost-effective.





Complete the table by finding the organisms and plants from which natural fibres are produced.

Wool
Silk	Silk worm
Cotton	Cotton plant
Jute



Collect scrap pieces of cloths by visiting a tailoring shop in your locality. Differentiate the clothes made from natural fibres and synthetic fibres and paste them on the chart and display them in your class.

Diversity in Clothing

Don't we wear different types of clothes that suit different climate? Are the differences in clothing only due to changes in climate?



Observe the given pictures. Find out the situations in which each type of the clothing is used. Write the corresponding number of the picture in the table given.



1



2



3



4



5



6



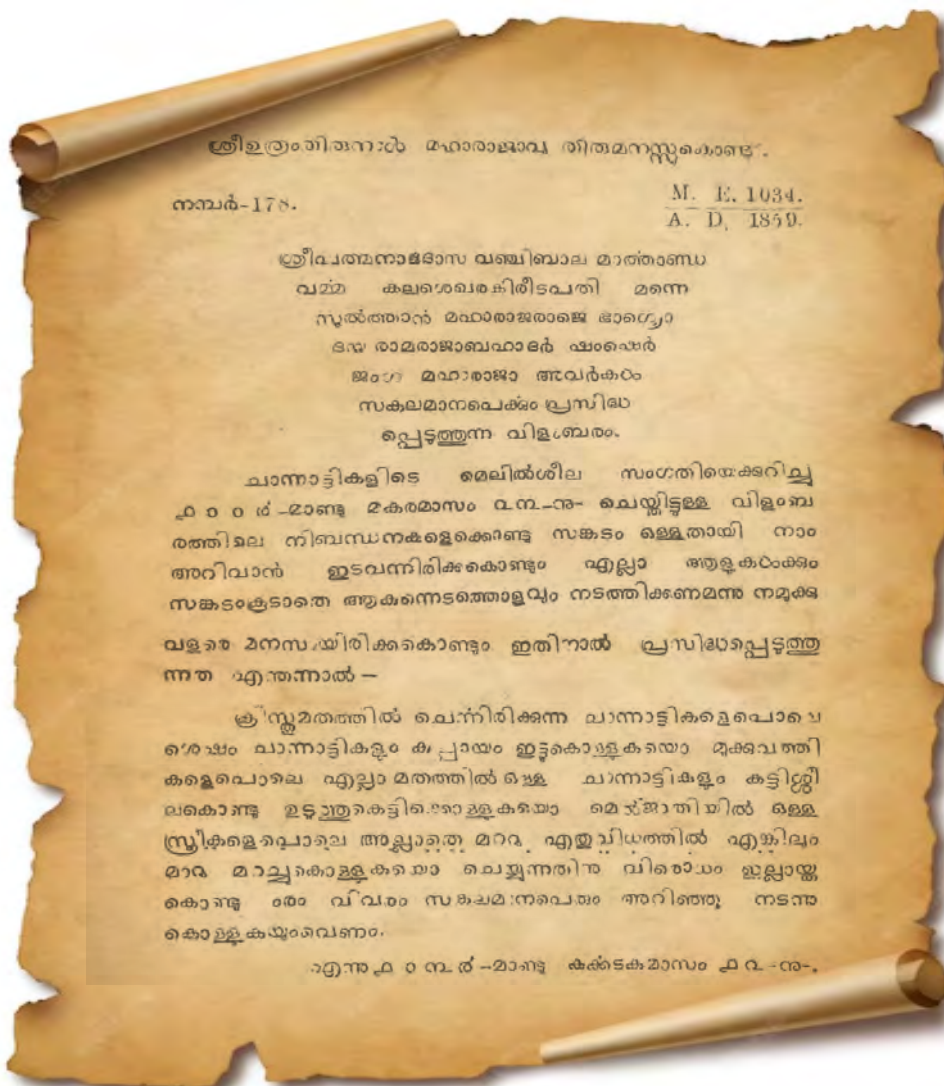
Observe the costumes in the given pictures. Identify the art forms to which they are associated and list them.

-
-
-
-
-



Discuss the diversity of costumes in various art forms.

Discrimination in Clothing



This is a proclamation issued by Uthram Tirunal Marthandavarma, the then king of Travancore in 1859, granting the right to women of the so called lower castes of southern Kerala to wear the upper clothes.

What do you understand from this proclamation?

This proclamation reveals that the caste system existed at that time prevented certain sections of the people from wearing clothes as they wish.

Travancore



Travancore was a princely state in British India comprising most of southern Kerala, a small part of central Kerala and Kanyakumari district, which is now a part of Tamil Nadu. The Travancore state expanded during the reign of Anizham Tirunal Marthandavarma in mid 18th century. With the formation of the state of Kerala in 1956, this princely state became a part of Kerala.

Upper Cloth Agitation

During the early 19th century, a certain section of the women in Southern Travancore made a protest for the right to cover the upper part of their body. At that time only women who were said to belong to the upper caste had the right to wear the upper clothes as they wished. Women of the so called lower castes did not have the right to cover the upper part of their body in front of the upper castes. This protest is known in history as Upper Cloth Agitation.



Discuss and make note about the violation of rights that existed in clothing.

Cloth as a Weapon of Agitation

Cloth has been used in the past as a weapon against various forms of exploitation. One of the most important among them was the struggle led by Mahatma Gandhi in India's Freedom Movement.

Gandhiji made khadi, charka and boycott of foreign goods as a part of the freedom struggle. He encouraged khadi clothes made by spinning in the charka. He exhorted people to wear khadi clothes. Gandhiji demanded to boycott foreign clothes by making and wearing indigenous clothes.



Indian people boycotting and burning foreign clothes



Gandhiji spinning yarn on the Charka

Gandhiji turned the freedom struggle into a mass movement by making clothes as a weapon of struggle. Charka became a symbol of the Swadeshi movement in Indian freedom struggle. Wearing khadi clothes and khadi caps became a symbol of patriotism.



The Swadeshi Movement

The Swadeshi Movement was started on 7th August 1905 as a part of India's freedom struggle. Its aim was to boycott the British-made goods and to promote the production and use of Indian-made goods. August 7 which marked the beginning of Swadeshi movement has been observed as National Handloom Day in India since 2015.

The Khadi Movement

The Khadi movement was started in India in 1918 under the leadership of Gandhiji. Khadi has a distinctive place in the history of India's freedom struggle. As the Khadi Movement gained momentum the sound of 'Charka' rose from Indian Villages. Then, the khadi clothing spread all over India.



How did Charka and khadi clothing become weapon of agitation against the British? Make a poster and display in class.

New Trends in Clothing

Do you like to wear the same types of clothes all the time?

What are your preferences in dressing?

Observe the pictures.



Changes take place day by day, not only in the methods of manufacturing but also in the design, style and use of clothing. Personal preferences, interests and convenience strongly influence today's clothing.

There is an interesting development in clothing also along with the change in beauty concepts. Advertisements, movies, social media etc. have a significant influence on the choice of clothing.



Organise a discussion on how advertisements, movies, social media etc. influence the choice of clothing.

A lot of employment opportunities are opening up today in the fields like fashion designing and embroidery. Today fashion designing has grown into a field of study with immense employment potential.

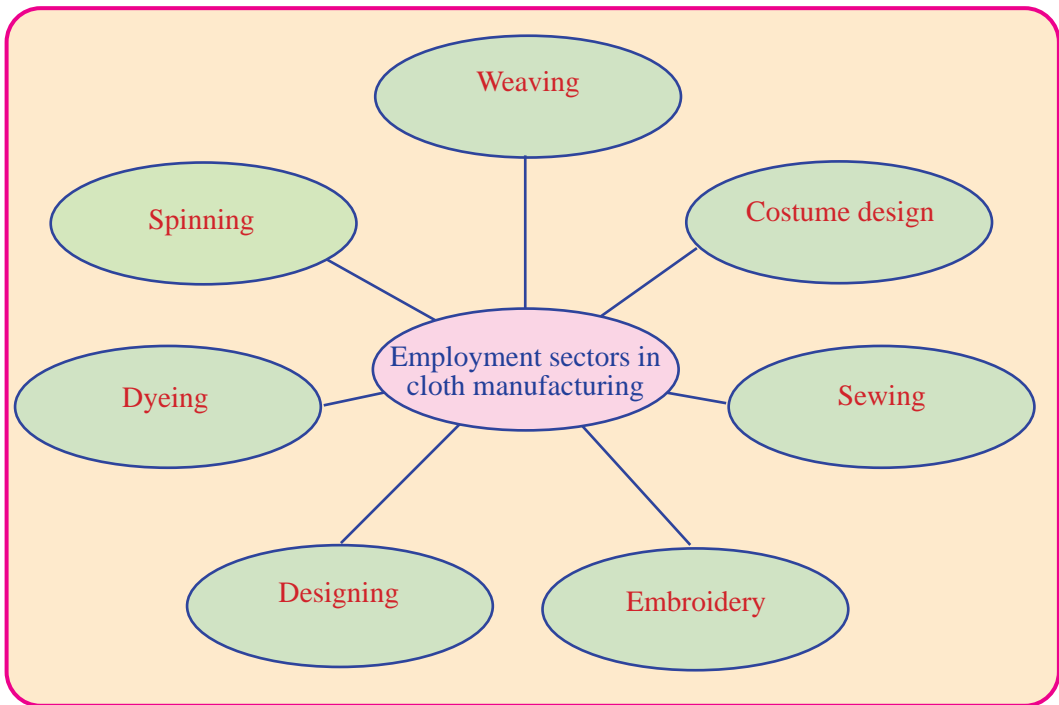


Embroidered cloth



Fashion designing

Let's see what are the employment sectors in cloth manufacturing sector.



How can we convert used and unwanted clothing into useful materials?

Talents at the Work Experience Fair with carpets made from scrap clothes

Malappuram District Panchayat with a project to make handicraft products from old clothing

Vadakara Municipal Corporation with the project 'Give us Sarees, We'll give you bags'

Voluntary organisations with a mission to collect clothings for relief camps

Observe the given headlines.

Do you use all the clothes you buy?

Have you tried making handicrafts from used clothes?

Today, tons of clothes are thrown away all around the world. This adversely affects the environment. The volume of unused and discarded clothes is increasing in our country. How can such clothing be reused?

Observe the pictures.



Can we also make such craft products?

If we observe the historical timeline of clothing, we can see that in the early days, protection of body was given importance. Following that, the geography and climate influenced manufacturing of clothes and style of clothing. Changing beauty concepts and cultural diversities influence the style of contemporary clothing.

Don't we feel more proud and confident when we wear our favourite cloth?

Clothing, which is one of the basic human needs, should be available to all sections of the society. We can also be a part of such activities.



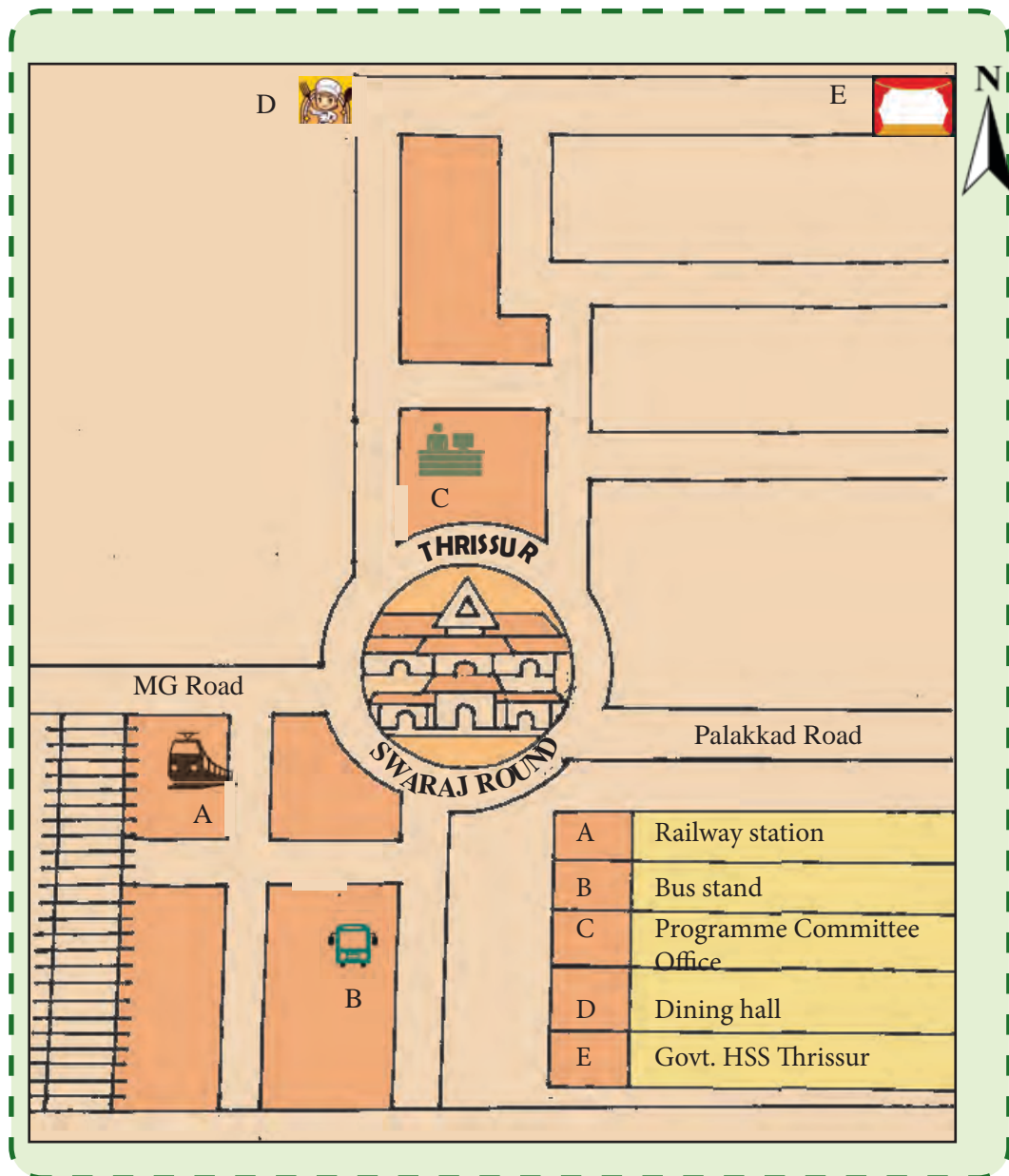
Extended Activities

1. Visit any handloom centre in your area and gather information about its method of cloth manufacturing.
2. Prepare an album based on the topic 'Diversity of Clothing in Indian States' by collecting pictures of diverse style of clothing in various states.
3. We live in an age in which a wide variety of clothing is readily available. But, the availability of clothes was limited in earlier times. Ask the elders in your family about the changes in clothing and style and make a note.
4. Collect pictures of different art forms and make an album titled 'Costume Diversity in Art'.
5. Collect old clothes from your home and do craft work with them. Present them in the Social Science Club.
6. Set up a Clothing Collection Centre in the school to collect old and clean clothes and deliver them to old age homes, orphanages and relief camps near your school with the help of the teacher.

5

Let's Draw and Read

Aji has come to participate in the Kerala School Arts Festival being held in Thrissur district. His family is also with him. Given below is the layout of the venue with them.



Having travelled from the railway station, Aji and his family have now come near the Programme Committee Office which is close to the Swaraj Round. Aji's programme is scheduled to be held at Govt HSS Thrissur.



- In which direction should Aji go to reach the venue quickly, from the Programme Committee Office?
- Can you find where the dining hall is, by checking the layout?
- In which direction should one travel from Govt HSS Thrissur to reach the dining hall?

What we familiarised above is the layout of the venue of the Arts Festival.



Haven't you seen the layout maps showing the location of buildings, displayed in front of some institutions? Are such layouts made only to understand the direction?

Have you realised that a sketch and plan are prepared while constructing a new house or building? While preparing the plan of buildings, it also includes exact measurements. But when sketches are prepared, measurements may not be exact.



How about making a sketch of your classroom?



In which direction is the door of the classroom?
Where are the windows located?
Where is the Blackboard/Whiteboard fixed?

Check the sketch that each of you prepared. Are they all of the same? Did you feel any difficulty to find direction?

How to find directions in a place?

We consider the direction from where the sun rises to be the east.

Picture A



Aji is standing near his house facing the rising sun.



- In which direction is Aji facing?
.....
- To which direction has Aji stretched out his right hand? What about his left hand?
.....
- Which direction is indicated by Aji's shadow?
.....

Picture B



- In which direction is Aji facing in Picture B?
.....
- To which direction is Aji's right hand stretched out? What about his left hand?
.....
- Which direction does Aji's shadow indicate?
.....
- Which is the direction opposite to the direction that Aji faces?
.....

Haven't you learned how to find the direction based on the position of the sun? A compass is commonly used to find the direction. Now a days we also use mobile apps to find direction.

Compass



A compass is the instrument used to find the direction. This instrument is based on the principle that a freely moving magnetic needle will remain in the north-south direction. A specially marked tip of the needle indicates north. This instrument has been used by sailors since ancient times to find direction on sea voyages.



Shall we prepare the sketch of our classroom based on direction?



What are the things that we should pay attention to while drawing the sketch on a paper or in a book based on the direction?

Look at the map, hanging on the wall? How do you find the direction on this map?



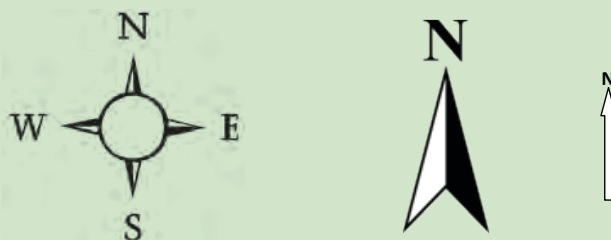
Directions on the Map

A map will usually have a sign indicating the direction. A sign indicating the north direction can be seen at the top of the wall maps. The bottom of the map points to the south; the right side of the map points to the west and the left side to the east.

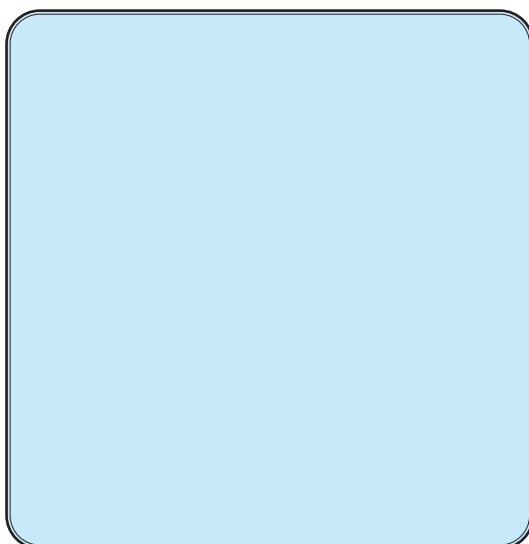


Find out the north direction of your classroom. Now, put any symbol indicating direction as shown below on the top right side of the paper in which you prepare the sketch of your classroom.

Symbols commonly used to indicate direction on maps:



Haven't you identified the direction in which the door of your classroom is located? In which directions are the windows located? In which direction has the table been placed? Now let's draw the sketch of the classroom.



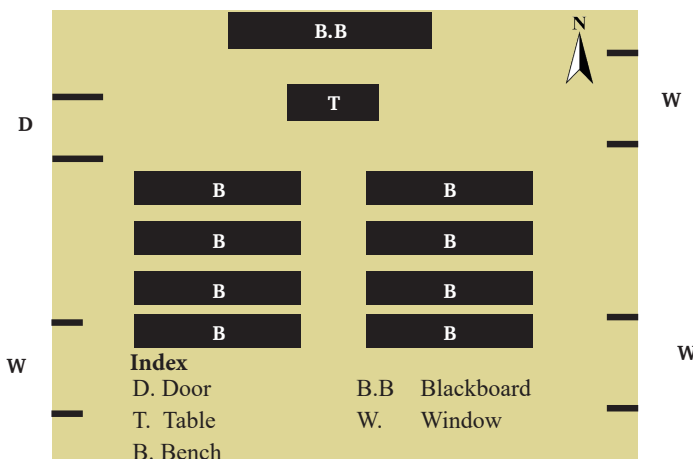
Haven't you completed the sketch. Prepare an index for things such as windows, door, table etc. as given below and include it in the outline.



- D. Door
- T. Table
- W. Window
- B.B Blackboard
- WB. Whiteboard
- B. Bench

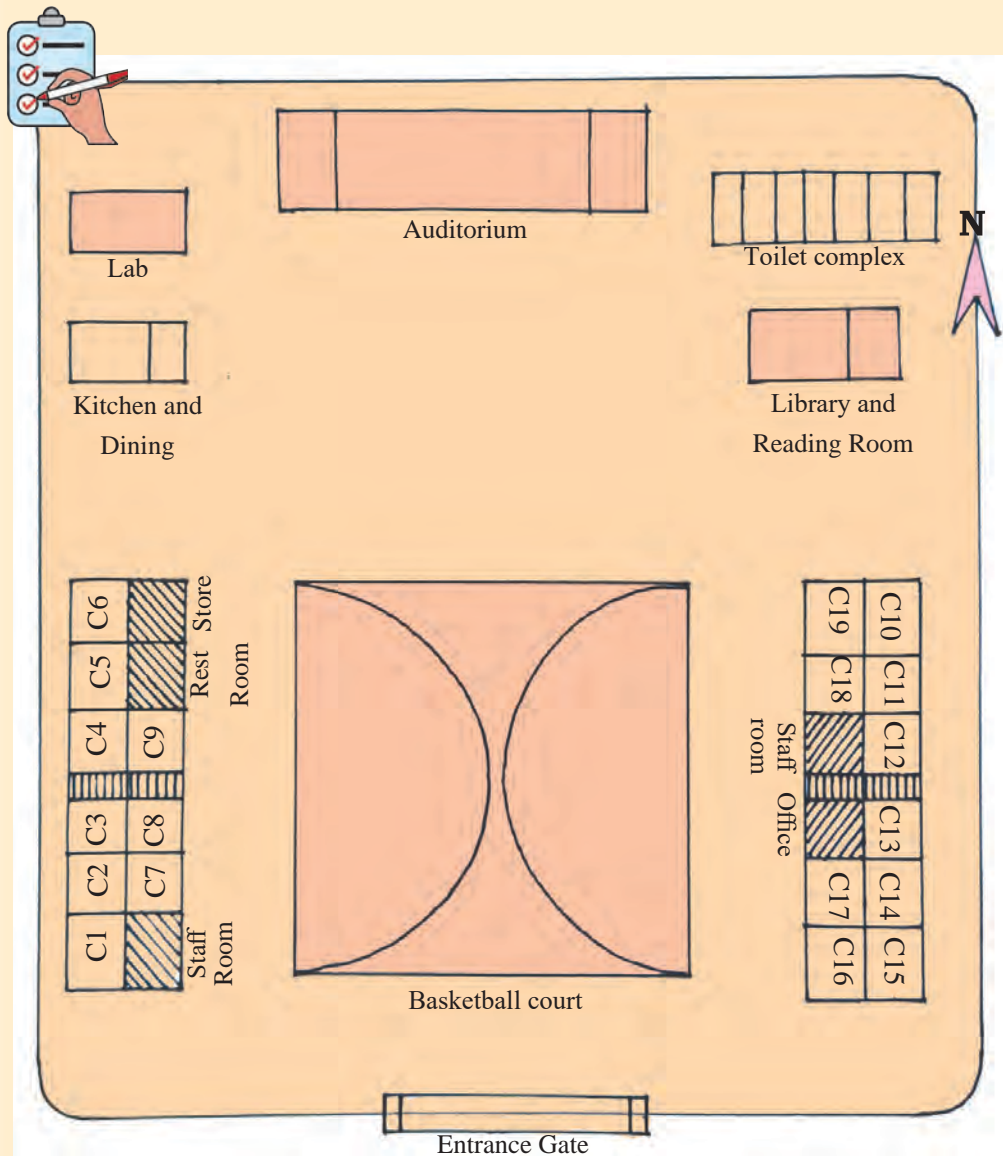
The sketch prepared by Aji for his class room is given below. Observe.

Now check the sketches drawn by everyone. All the sketches are the same, aren't they?



The sketch of Aji's classroom

The sketch of Aji's school is given below. Observe the sketch and complete the table.



To which direction of the basketball court is the office building located?	•
To which direction of the basketball court is the entrance of the school located?	•
To which direction of the toilet complex are the library and reading room located?	•
To which direction of the building with the store room is the kitchen located?	•
To which direction should one move from the auditorium to exit through the entrance gate?	•

Haven't you marked position of the bench, desk, and blackboard/white board in your classroom on the sketch. How do you tell where you sit in the classroom?

- Second on the first bench
- First on the last bench
-
-

If so, you may tell the position of each of you in your classroom.

How can we locate a place on earth?



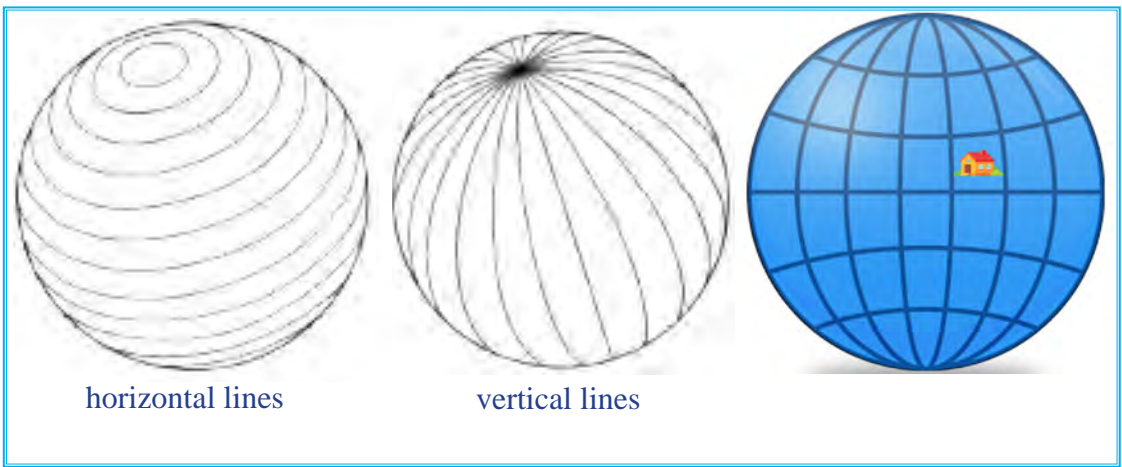
Observe the picture of the ball given below.

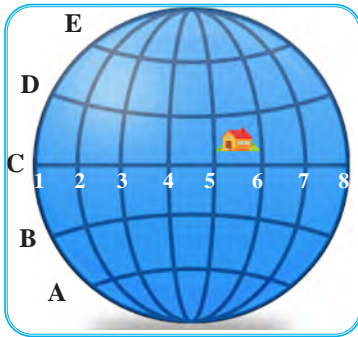
Did you see the picture of a house affixed on the ball? How do we determine the exact position of the house?

Top, bottom, centre, on one side. Which of these is correct?

It is difficult to determine the exact position of an object on a spherical surface. How can we find the exact position of the house affixed on the ball?

Shall we draw lines vertically and horizontally on the ball as shown in the picture?

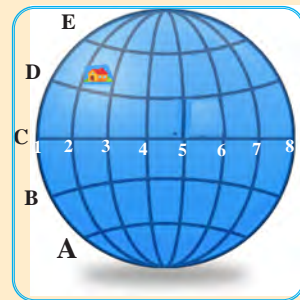




Now, if we give alphabet and number to each line, won't you be able to find out the exact position of the house by spotting the lines between which it is located?



Now write down the position of this house on the ball.



Observe the globe.



Look at the line marked in red on the given globe. This is the equator. This line divides the globe into two hemispheres. In the given figure, what is marked A is the Northern Hemisphere and B is the Southern Hemisphere. Observe the equator and other circular lines drawn above and below, parallel to it. These are the lines of latitudes. Don't you see the semicircular lines drawn perpendicular to the lines of latitudes or latitudinal lines? These are longitudinal lines or lines of longitudes. The location of a place on the earth is determined based on these imaginary lines.

Observe the globe and identify the characteristics of latitude lines and longitudinal lines.

Globe and Map

A globe is a spherical model of the earth. When the features of the earth's surface are drawn on a flat surface, we can develop a map.

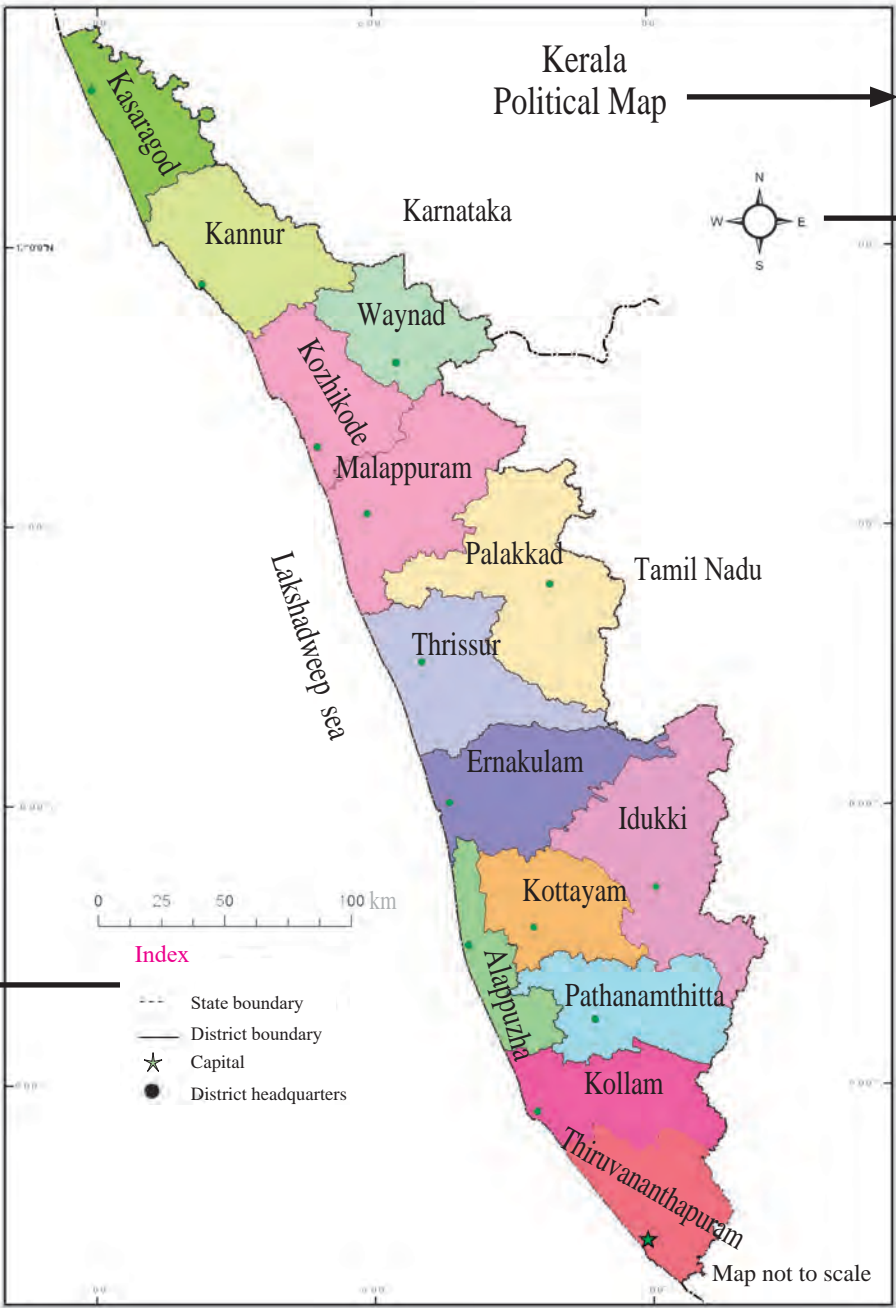


Globe



World Map

Observe the map of Kerala.



A

B

C

Note that the given map is labelled with letters A, B, C. They are the title, direction and index of the map respectively. These are the essential components of a map. The Map reading is done by using these components.

The title is generally given at the top of the map. The title refers to the content of the map. Locate the title on the given map.

A Title Kerala - Political Map



Check out the titles given to the different maps in the Social Science lab of your school.

When the sketch of the classroom and school were made, didn't we give the symbols indicating the directions? Find the symbol to identify directions in the given map.

B Direction



List the coastal districts to the north of Thrissur and the ones to the south of Thrissur.
Which state lies to the east of Kerala?

The index given in a map helps to identify the features of the map. Find the index in the given map.

C

Index

--- State boundary
— District boundary



Capital



District headquarters

Observe the index given on the map of Kerala in your Social Science lab.

Index

----- State boundary

— District boundary



River



National Highways



Railroad



Capital



District headquarters



Port



Airport



State highways

Note that in the given map of Kerala (page 74) different colours are given to differentiate between various districts. Similarly, different colours are used to represent the features of the earth's surface on maps.



Which colour is used to represent water bodies in the globe and the maps?



Examine the map of Kerala and find and draw the symbols indicating features of the earth's surface in the given table.

Index	Symbol
Road	
Railroad	
River	
Port	



Cartography

Cartography is the branch of science that deals with the preparation of maps. The person who prepares maps is known as Cartographer.

Survey of India is the central government agency responsible for producing, verifying and publishing maps in our country. Its headquarters is at Dehradun, Uttarakhand.



Observe the map of Kerala in the Social Science lab of your school and complete the worksheet.

The southern most district of Kerala	
The northern most district of Kerala	
The district which shares its border with two states	
The direction in which the Bharatapuzha flows	from east to
Direction of railway line from Kasaragod to Thiruvananthapuram	from north to
The neighbouring states of Kerala	



Let's find the districts

With the help of the teacher, take a printout of the political map of Kerala in A3 size (colour) card. (The names of the districts may be omitted.) Carefully cut out each district. Keep the cut-outs in a box. Now divide the class into groups. One person from each group may come and take one cutout from the box. Identify the district from the shape of the cutout and say the name loudly.



Now, shall we prepare an ID card for the districts that each group got? What can be included in the ID card of a district?

- Name of the district
- Location
- Neighbouring State/Districts
- Airport/Port, Railway, Seashore
- Other features



Prepare district ID cards and display them in the classroom.

ID card of the district

INDIA

Legend:

- National Capital
- State/Union Territory Headquarter
- Union Territory (*Italics*)
- International Boundary
- State Boundary

Neighboring Countries: AFGHANISTAN, PAKISTAN, TAJIKISTAN, CHINA, NEPAL, BHUTAN, BANGLADESH, MYANMAR, SRI LANKA.

States and Union Territories (with their respective headquarters):

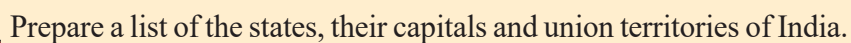
- Ladakh (Leh)
- Jammu and Kashmir (Srinagar)
- Himachal Pradesh (Shimla)
- Punjab (Chandigarh)
- Uttarakhand (Dehradun)
- Uttar Pradesh (Lucknow)
- Bihar (Patna)
- West Bengal (Kolkata)
- Odisha (Bhubaneswar)
- Chhattisgarh (Raipur)
- Madhya Pradesh (Bhopal)
- Gujarat (Gandhinagar)
- Maharashtra (Mumbai)
- Telangana (Hyderabad)
- Andhra Pradesh (Amaravati)
- Karnataka (Bengaluru)
- Tamil Nadu (Chennai)
- Lakshadweep (Kavaratti)
- Thiruvananthapuram
- Goa (Panaji)
- Dadra and Nagar Haveli (Diu)
- Puducherry (Puducherry)
- Andaman and Nicobar Islands (Port Blair)

Other locations: Jammu, Srinagar, Leh, Shimla, Dehradun, Lucknow, Patna, Ranchi, Bhubaneswar, Kolkata, Agartala, Dispur, Imphal, Kohima, Nagaland, Manipur, Mizoram, Arunachal Pradesh, Sikkim, Gangtok, Itanagar, Aizawl, Tripura.

Water Bodies: ARABIAN SEA, BAY OF BENGAL, INDIAN OCEAN.

Map not to scale

Kerala is a state in India. Do you know how many states and union territories are there in India?





Complete the table given below by observing the map of India showing borders, states, union territories, neighbouring countries, etc.

Hint	Facts
The sea to the east of India	Bay of Bengal
The sea to the west of India	Arabian Sea
The capital of India
The northernmost Union Territory of India
In which part of India is Arunachal Pradesh situated?
The neighbouring country to the south of India
The southernmost union territory of India
Neighbouring countries of India	Pakistan



Strips with names of Indian states are deposited in a box. Students can form group of three. One from each group can draw a strip from the box. Prepare a note with the help of Atlas and Map about the state mentioned in the strip. What information can be included in the note?

- Name of the state
- Capital
- Neighbouring countries
- Neighbouring states
- Major cities
-
-
-

Check out the note prepared by Aji.

Uttar Pradesh

My location is in the northern part of India. There is a country on my border. That is Nepal. Also, I share my borders with eight states of India. I am often referred to as the 'Sugar Bowl of India' as I produce a large quantity of sugarcane. Kathak is a dance form that belongs to my place. You might have heard the names of my major cities such as Kanpur, Lucknow, Varanasi, Agra, Allahabad etc. Sarnath, known through the Ashoka pillar, spreads my fame around the world.

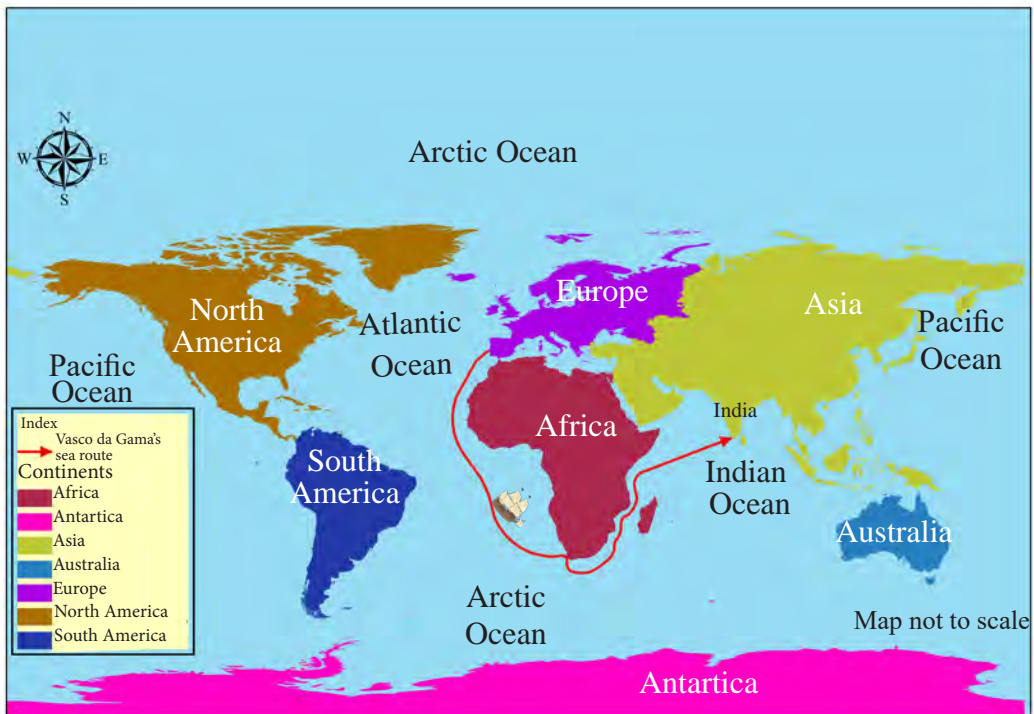


Read the note about the voyage of the Portuguese traveller Vasco da Gama to India.



Vasco da Gama set out in search of India, leading a fleet of four sailing ships with 170 sailors from the port of Lisbon, Portugal. He travelled south-east with the help of the winds and reached the southernmost tip of Africa. He then travelled northwards along the east coast of Africa and reached the port of Malindi. With the help of the monsoon winds, they reached Kappad near Calicut on the west coast of India on 20 May 1498. This adventurous journey made by Vasco da Gama and his companions, covering thousands of kilometers, has made a mark in history.

Observe the sea route of Vasco da Gama during his voyage to India.



Through which oceans did Vasco da Gama make his voyage and reach India from Europe? Find these oceans by observing the world map.

- .
- .

Which are the other oceans?

- .
- .
- .

Are all these oceans lying close to each other.

Observe the globe and find out the largest ocean.

In the given world map, don't you see vast land areas along with oceans? Such vast stretches of landmasses are called continents.



Observe the map and globe to identify the continents.



- Which continent is our country, India a part of?
- Most of the continents are surrounded by oceans. Which continents are surrounded by oceans?



Observe the given world map. The colours of the respective continents are given. Now, give the corresponding colours of the continents to their images in the map. After giving the colour add the name of the continents also.



Complete the worksheet with the help of an Atlas and a World Map.



Worksheet	
Features	Continent
Continents found to the west of the Atlantic Ocean ,
Continent to the east of the Indian Ocean
The largest continent
The continent found between the Atlantic Ocean and the Indian Ocean

Identify and name the continents



Have you familiarised with the continents? Now, you may divide into seven groups and give each group the names of the continents. Each group should use an atlas and a globe to prepare an ID card of its respective continents.

Maps have great significance in human life. Different types of maps are used in fields such as geographical studies, defence, tourism, administration and transport. When natural disasters like floods, land slides and other catastrophic events occur, maps and route maps are widely used to reach quickly in such areas and engage in relief operations. There are many occasions in everyday life where we need to depend on map reading. Map reading has become an essential factor to build up human life in the modern world.



Extended Activities

1. Prepare a sketch of your school with the help of your teacher. Organise an exhibition of the sketches you prepared.
2. Observe the map of Kerala and list out the major tourist destinations. By using the possibilities of internet, find out the fastest route and distance from your current location to the tourist spots you want to visit.
3. Draw the sketch of India on a chart. Mark states, capitals and union territories. Give different colours to states and union territories. Display the prepared charts in the class.
4. Organise 'Kerala-Map Reading Quiz Competition' with the help of digital technology as part of Kerala Day celebrations on 1st November. What topics can be included in the quiz?

Kerala - Map Reading Quiz Competition

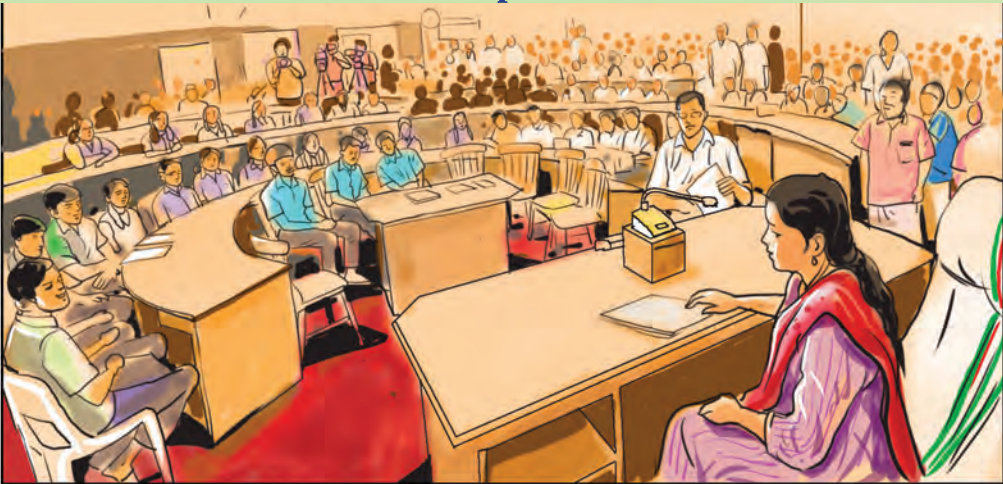
Topics

- Tourist destinations
- Rivers
- Ports
- Lakes
- Airports
- Places of historical importance
- Celebrations
-

6

People, by the People

Heated Discussion on Development: Student Friendly Parliament Provides a Novel Experience.



Manchadimala: The student parliament consisting of selected children of the panchayat as members attracted public attention. Many demands like the construction of footpaths, slabs cover to drains, controlling stray dog menace, installing street lights, devising garbage disposal schemes and making parks were raised in the Parliament. The Panchayat President inaugurated the meeting. The president assured that the demands put forward by the Student Friendly Parliament would be discussed in the next governing body meeting.

Did you notice the above newspaper report?

What demands regarding the developmental activities of the Panchayat did the children raise in the Parliament?

-
-
-



Discuss the developmental activities that need to be taken up in your school.

Won't you bring your demands to the attention of the teachers and try to implement them.



A lot of developmental works must be going on in your area too. If so, who are the authorities that discuss and decide on such developmental activities?

The Panchayat intervened;
Solution to shortage of drinking
water

Service of doctors will
be ensured every day at
Primary Health Centres:
Panchayat President

The councillor assured that the
proposals raised in the ward assembly
would be considered on priority basis

Complete Electrification;
Announcement soon

The problem of garbage on the roadside; people
demand immediate installation of CCTV cameras

The important discussions that arose and decisions taken in the Grama Sabha / Ward Sabha of an area are given above. Here, people get directly involved in administrative matters through Local Self-Government institutions. Thus, the system in which the people themselves or their elected representatives make decisions on administrative matters is called Democracy.

Local Self-Government Institutions

The Local Self-Government Institutions include the Three-tier Panchayat systems such as Grama Panchayat, Block Panchayat and District Panchayat in rural areas and also Municipalities and Corporations in urban areas.

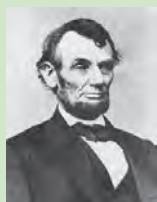


Prepare an ID Card with the names of different Local Self-Government Institutions to which you belong.

(Grama Panchayat, Block Panchayat, District Panchayat, Municipality/ Corporation)

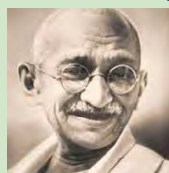
“Democracy is the government of the people, by the people, for the people”

- Abraham Lincoln

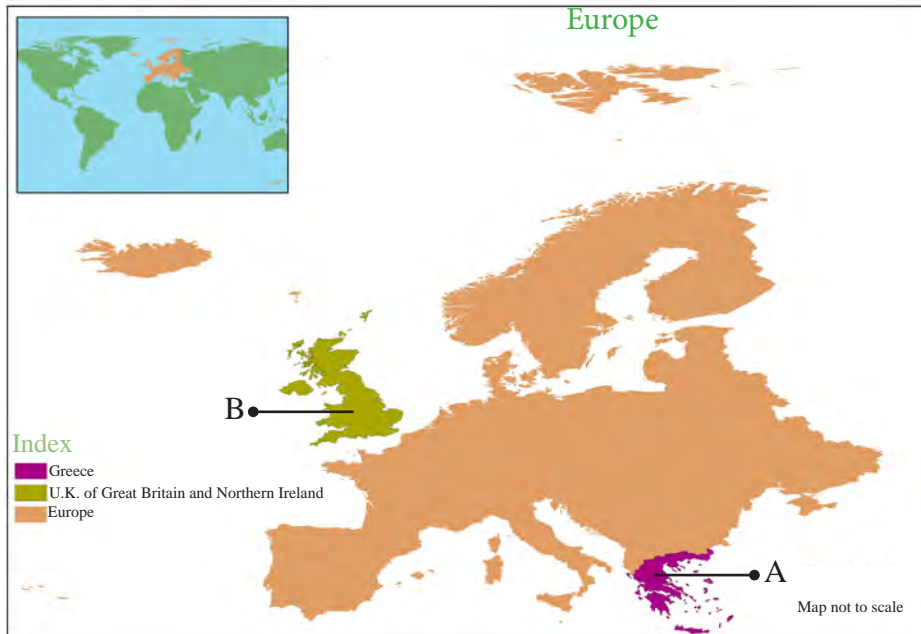


“My notion of democracy is that under it the weakest should have the same opportunity as the strongest”

-Mahatma Gandhi



In Search of Roots of Democracy



Have you noticed the map of Europe given above. Write down the two countries which are marked as A and B in the outline map.

A

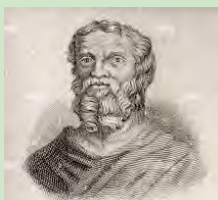
B

These countries have special features with regard to the origin of democracy. Shall we examine them?

The earlier form of Democracy emerged at Athens in Greece. Although all classes of the population were not included in the decision-making processes of public affairs, Athens played a crucial role in shaping the concept of Democracy.

Today's concept of democracy started in England which is part of the United Kingdom. The systems of election, representative government and parliament were all formed in England.

Find more details about Greece and England with the help of your teacher.



The term Democracy was first used by the ancient Greek historian Herodotus. The word Democracy is derived from the Greek words *demos* (people) and *kratos* (power or rule) which means Power of People or Rule of People.



Two Types of Democracy



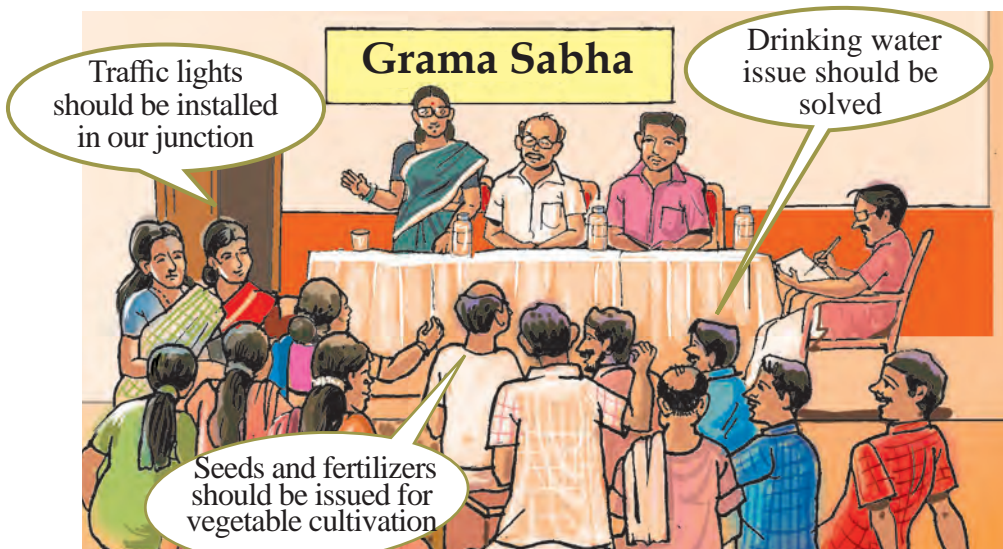
Have you seen Grama Sabha/Ward Sabha meeting? What all issues are discussed there? Who are the participants in a Grama Sabha?

What are Grama Sabhas?



Grama Sabhas are platforms where all the people get a chance to participate and take decisions in the administrative and developmental processes of a locality. All the people whose names are included in the electoral roll of each ward of a Grama Panchayat are its members. In urban areas these are known as Ward Sabhas.

Observe the picture of Grama Sabha meeting.



In the Grama Sabha, people get chance to express their opinion directly on administrative matters and participate in the decision-making process.

Direct Democracy/ Participatory Democracy

Direct Democracy or Participatory Democracy is a form of government in which the people participate directly in the administrative affairs. It is usually possible in areas with a relatively less population and limited land area.



Find out more information about Grama Sabha.

Observe the picture of the legislative assembly



Can we directly participate in the proceedings of the Legislative Assembly? Who speaks for us there?



Which is your Legislative Assembly Constituency?

.....

Who is the Member of Legislative Assembly (MLA) of your constituency?.....



Kerala Legislative Assembly

Kerala Legislative Assembly is the legislative or law-making body of the State of Kerala. Its headquarters is in Thiruvananthapuram. Travancore Legislative Council, established in 1888, Sree Moolam Praja Sabha, established in 1904 and Thiru-Kochi Legislative Assembly of 1949 were the pioneers of the Kerala Legislative Assembly. The first session of the Kerala Legislative Assembly was held on 27 April, 1957. 27th April of every year is observed as Legislative Assembly Day.



While the people are directly involved in the Grama Sabhas, our representatives speak for us in the Legislative Assembly.

Indirect Democracy / Representative Democracy

Indirect Democracy or Representative Democracy is a form of Democracy in which representatives who are elected by the people rule on behalf of the people. In countries with a large population and geographical area like India, the practical way of governance is representative democracy.

Complete the table by comparing direct democracy and indirect democracy.

Direct Democracy	Indirect Democracy
<ul style="list-style-type: none"> • Possible in less populated countries • • 	<ul style="list-style-type: none"> • Exists in countries with a huge population • • •



Let's find out more countries.

India is the largest democratic country in the world

In Saudi Arabia new king sworn in

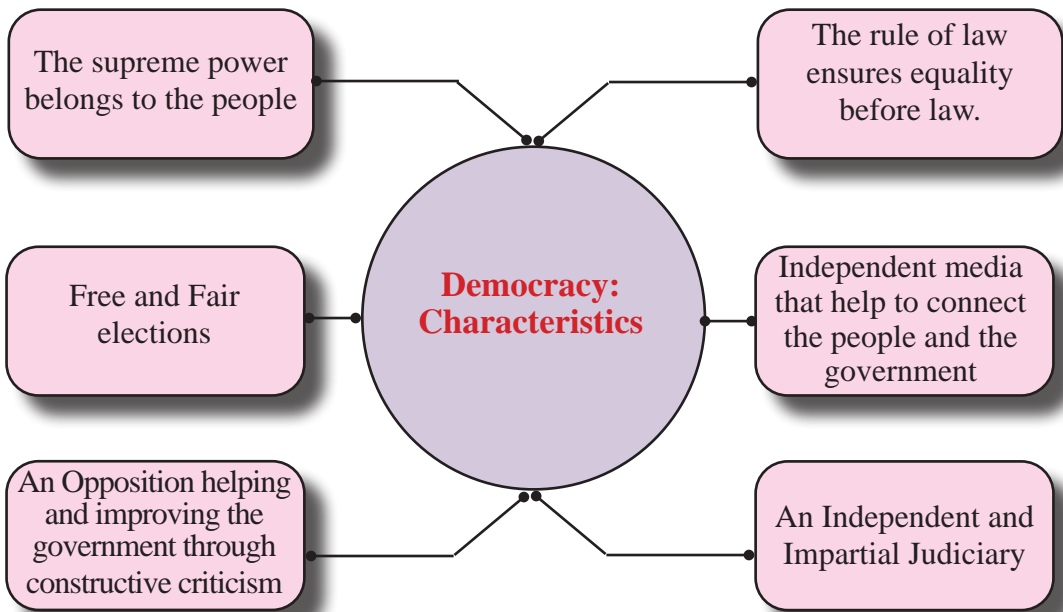
Democratic rule comes to an end in Afghanistan

Participatory Democracy still prevails in Switzerland



Look at the headlines given above. From these, find out the countries that have a democratic system of government. Add the names of more democratic countries to the list.

-
-
-
-



Organise a discussion in your class on the characteristics of a Democratic system of government.

Through Elections



Look at the images given which are related to election.

Have you got a chance to cast your vote in an election? How are votes cast in School Parliament elections? Your parents cast their votes in general elections. Don't they?



Why didn't you get a chance to vote in the general election?

Universal Adult Franchise

Universal Adult Franchise is the right to vote in elections for everyone who has reached a certain age without any discrimination. Until 1989, the minimum age of the voter in India was 21 years. Now, it is 18 years.



Can anyone who completes 18 years of age cast vote?

Election: Various Stages



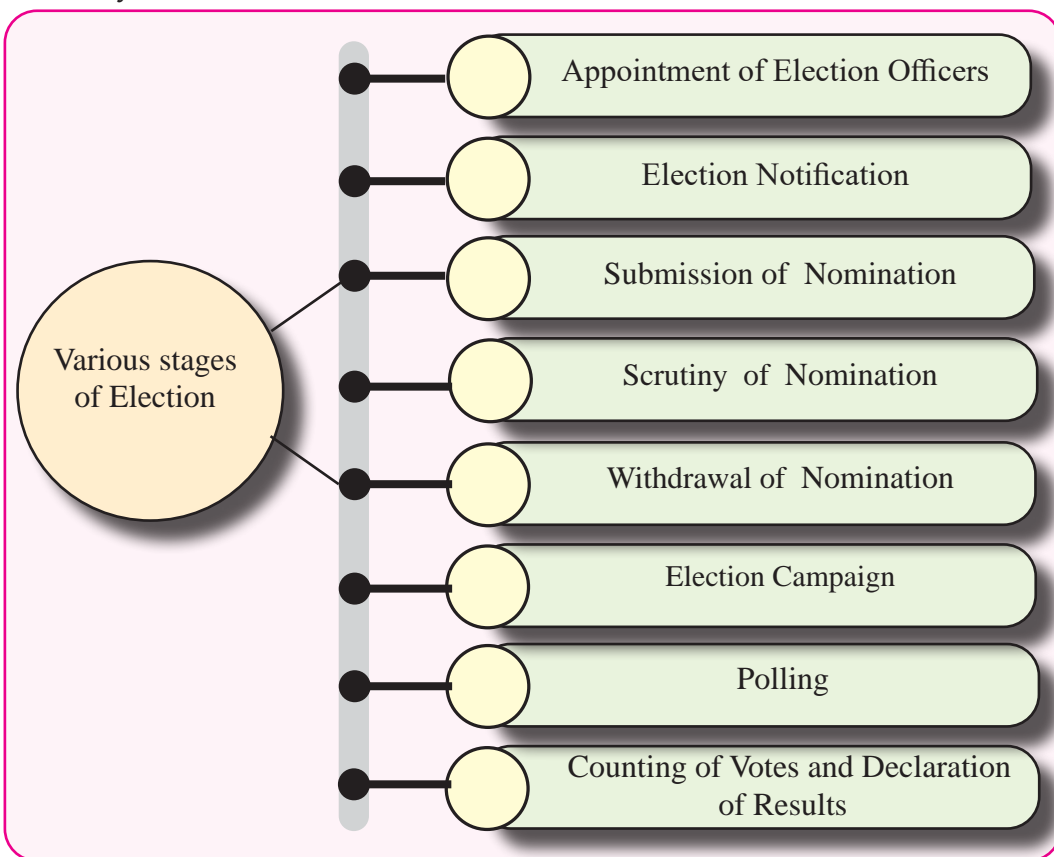
School Parliament Model Election Notification

Last date for submission of nomination	July 31	upto 04 pm
Date of verification and scrutiny of nomination	August 3	12 pm
Date of withdrawal of nomination	August 4	upto 04 pm
Date of Publication of final list of candidates	August 7	10 am
Date of Polling	August 9	From 11 am to 1 pm
Counting of votes and declaration of results	August 9	2 pm
The first meeting of the School Parliament	August 10	2pm

What bits of information are given on the notice board related to school parliament elections. List them.

- Election notification
-
-
-

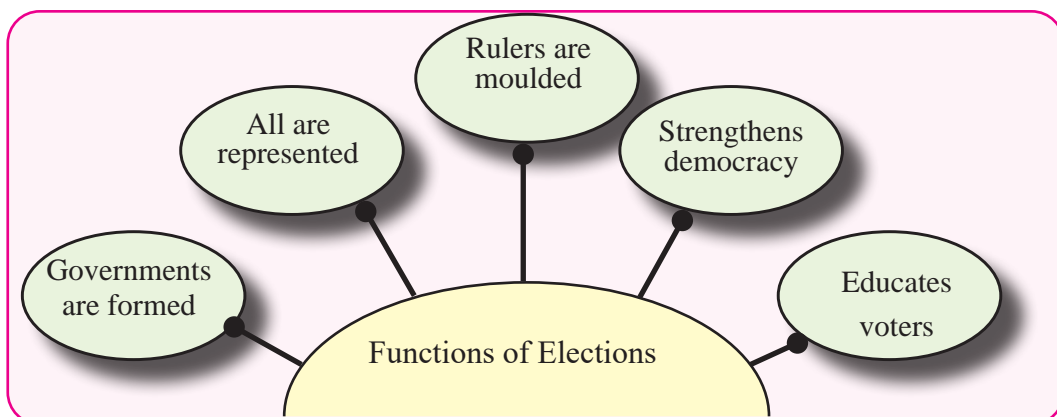
Elections in our country also go through various stages like this. Which are they? Take a look.



Organise a model election in the class including various stages of election.

Why do We Conduct Elections?

Election is the process through which rulers are elected in a democratic system. Apart from this, elections perform some other functions.





Prepare strips containing information on different functions of election and keep them in a box. Divide the class into groups and choose a representative from each group. Each representative should select a strip from the box and lead a group discussion on the prescribed function of election. Then, develop a discussion paper and present it in the class.

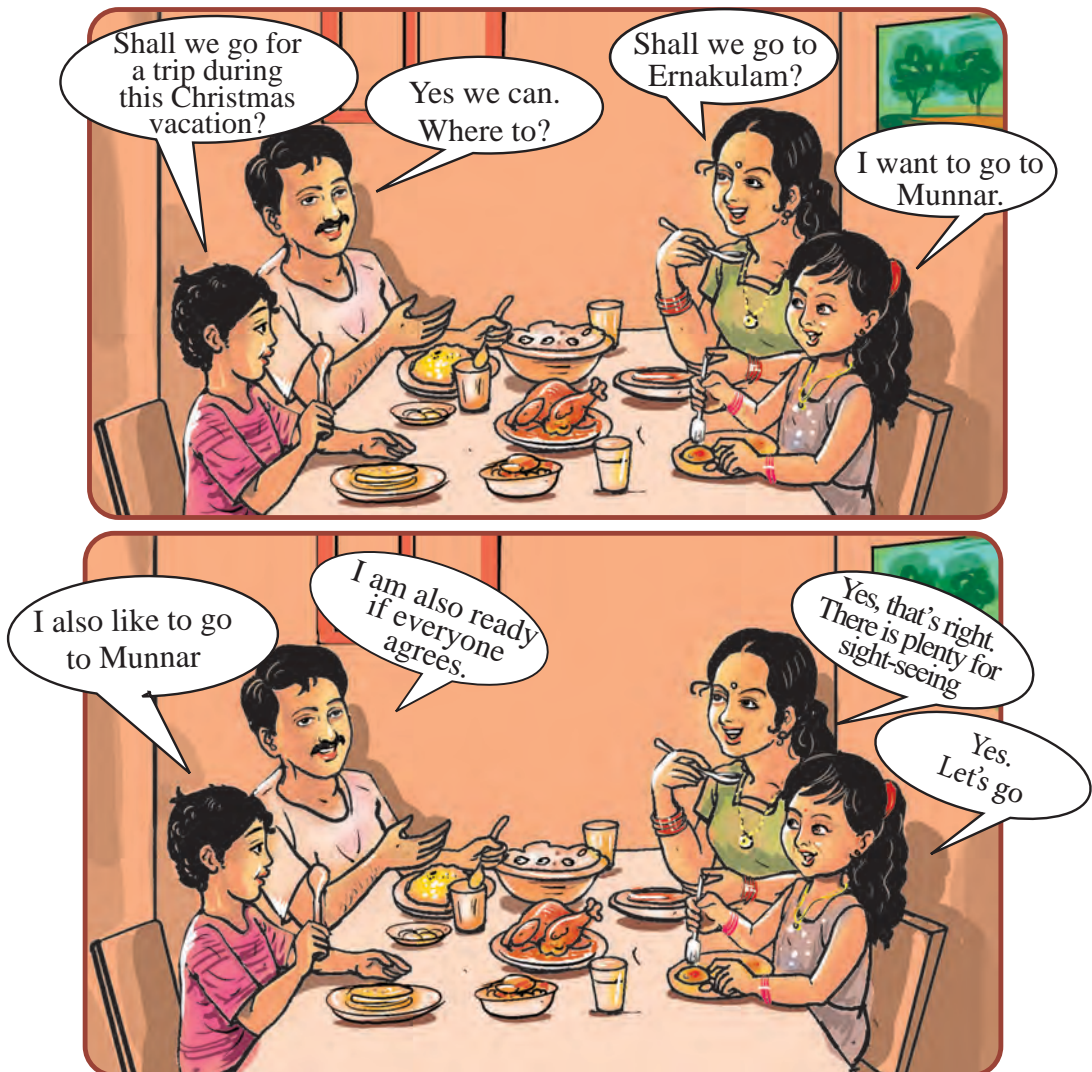
Election Commission of India



The duty of the Election Commission of India is to conduct free and fair elections to the office of the President, Vice President and the Members of the Parliament and State Legislatures. It is the President of India who appoints the three members of Election Commission of India including the Chief Election Commissioner.



Democracy as a Way of Life



Have you observed the pictures? Who is the decision maker here?

Democracy is possible in the family when decisions are taken by considering everyone's opinions.

Democracy in School



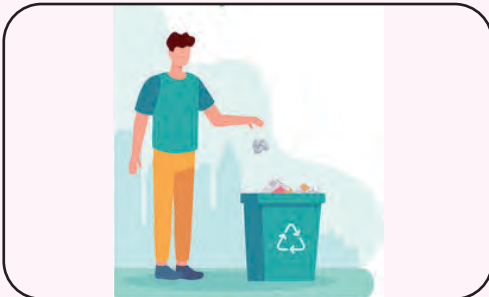


Look at the pictures given above. To what extent do these situations play a role in ensuring democracy? Discuss.

Democracy in schools is ensured when children's opinions and interests are taken into consideration and equal opportunities and equality are ensured to them.

Democracy in Public Places

Different situations in life are shown in the pictures below. In which situation do we see democracy being put into practice?



Keeping public places clean, respecting the interests of others, and obeying public rules are all necessary for leading a democratic lifestyle.

The extend of Democracy.



Complete the check list given below. Find out how far do we follow a democratic way of life.

My opinion is considered while making important decisions at home.	Yes/No
Public places and public vehicles are kept clean.	Yes/No
I give my opinion when the destination for a study tour from school is chosen.	Yes/No
While travelling, I don't behave in a manner that causes difficulty to fellow passengers.	Yes/No
I follow traffic rules.	Yes/No
I have the freedom to study subject that I like.	Yes/No
I do not throw garbage in public places	Yes/No

Other than the election of the rulers, democracy needs to be practiced in all walks of life. The chief characteristics of a democratic society is that it provides the freedom to choose one's food, clothing, profession and also the liberty to express one's opinions. In addition to that, democracy becomes meaningful when equal status, equal opportunity and equal right to resources are also provided to all.



Extended Activities

1. Prepare a digital album by collecting pictures related to election.
2. With the help of the teacher, prepare a questionnaire for interviewing the Ward Member/Councillor and MLA to understand more about Grama Sabha/Ward Sabha and Assembly. Organise visits to Grama Sabha/Ward Sabha and Legislative Assembly.
3. Organise a seminar based on the characteristics of democracy.
4. Is the age limit to cast vote 18, in all countries? Find out the minimum age to vote in different countries..
5. Make a prototype Electronic Voting Machine (EVM) in groups and demonstrate it in Social Science Lab.

Notes

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

CONSTITUTION OF INDIA

Part IV A

FUNDAMENTAL DUTIES OF CITIZENS

ARTICLE 51 A

Fundamental Duties- It shall be the duty of every citizen of India;

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievements;
- (k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between age of six and fourteen years.

CHILDREN'S RIGHTS

Dear Children,

*Wouldn't you like to know about your rights? Awareness about your rights will inspire and motivate you to ensure your protection and participation, thereby making social justice a reality. You may know that a commission for child rights is functioning in our state called the **Kerala State Commission for Protection of Child Rights**.*

Let's see what your rights are:

- Right to freedom of speech and expression.
- Right to life and liberty.
- Right to maximum survival and development.
- Right to be respected and accepted regardless of caste, creed and colour.
- Right to protection and care against physical, mental and sexual abuse.
- Right to participation.
- Protection from child labour and hazardous work.
- Protection against child marriage.
- Right to know one's culture and live accordingly.
- Protection against neglect.
- Right to free and compulsory education.
- Right to learn, rest and leisure.
- Right to parental and societal care, and protection.

Major Responsibilities

- Protect school and public facilities.
- Observe punctuality in learning and activities of the school.
- Accept and respect school authorities, teachers, parents and fellow students.
- Readiness to accept and respect others regardless of caste, creed or colour.

Contact Address:



Kerala State Commission for Protection of Child Rights

'Sree Ganesh', T. C. 14/2036, Vanross Junction

Kerala University P. O., Thiruvananthapuram - 34, Phone : 0471 - 2326603

Email: childrights.cpcr@kerala.gov.in, rte.cpcr@kerala.gov.in

Website : www.kescpcr.kerala.gov.in

Child Helpline - 1098, Crime Stopper - 1090, Nirbhaya - 1800 425 1400

Kerala Police Helpline - 0471 - 3243000/44000/45000

Online R. T. E Monitoring : www.nireekshana.org.in